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ABSTRACT

A study was conducted with the following objectives: (1) to determine if sentence-combining practice would prove to be an efficient way of promoting statistically significant syntactic development in the writing of third quarter college students of French, German, and Spanish; (2) to apply the methodology for analysis of writing samples to analysis of speech samples in order to determine how sentence-combining practice will affect speech complexity of the students; (3) to compare rates of oral and written syntactic development between the three distinct language sections; and (4) to explore the feasibility of including instructional materials based on sentence-combining techniques in intermediate college language courses. The study sample was 323 students enrolled at the University of Georgia during the spring quarter, 1977. Students in the experimental group used the same texts as did the control group students but they were also taught according to a modified audio-lingual approach. The experimental students did sentence-combining practice and read fewer selections from their anthologies. It is concluded that sentence-combining as an instructional technique is just as effective for teaching writing to intermediate foreign language students as it has been with native speakers of English. Examples of the exercises and a manual of instructional materials for sentence-combining practice, which is 350 pages in length, are included. (SW)

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DEVELOPING SYNTACTIC FLUENCY OF COLLEGE FOREIGN LANGUAGE STUDENTS THROUGH SENTENCE-COMBINING PRACTICE

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DEVELOPING SYNTACTIC FLUENCY OF COLLEGE FOREIGN LANGUAGE STUDENTS THROUGH SENTENCE-COMBINING PRACTICE

Volume I

Exxon Research Project No. 10-32-RR239-014

by

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The University of Georgia
Athens, Georgia

1978

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CHAPTER I

INTRODUCTION

During the last twenty-five years writing has ridden the wheel of fortune in the foreign language curriculum. At first it occupied a prominent role under the guise of regular practice in translating from English into the foreign language.[1] The appearance of Brooks' work, Language and Language Learning, in 1960 ushered in a new age for the profession. Brooks called his approach to foreign language teaching the audio-lingual method, and its subsequent implementation resulted in writing taking a back seat to listening comprehension, speaking, and reading. At best, it provided "a welcome change of activity" and was to "be considered the handmaiden of the other skills and not take precedence as the major skill to be developed."[2]

In the past decade new developments in cognitive learning theory and linguistics have shaken the foundations of audio-lingualism with the result that foreign language teachers are often uncertain, just where to turn for guidance in methodological procedures in general, let alone in writing.[3]

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[1] Wilga M. Rivers, Teaching Foreign-Language Skills (Chicago: The University of Chicago Press, 1968), p. 16.

[2] Ibid., p. 241.

[3] See Kenneth Chastain, The Development of Modern Language Skills: Theory to Practice (Philadelphia: The Center for Curriculum Development, Inc., 1971), pp. 76-150.

Today, authorities in foreign language education advocate a bewildering array of approaches to teaching writing that according to Zamel seem to range along a spectrum from total control by the teacher to total freedom on the part of the student. These approaches can be illustrated as follows.[4]

Total control	(increase in complexity of writing practice)	free composition
substitution, manipulation or transformation of sentences and patterns with emphasis on grammatical correctness	imitation and differentiation of sylistic patterns	frequent, uncontrolled writing practice with emphasis on quantity

Zamel correctly points out that the ultimate aim of teaching writing to second language learners should be composition which she defines as the expression of personal thoughts and feelings.[5] But neither overriding concern with grammatical correctness nor emphasis on sheer quantity will lead to composition. The former leads to inhibition, for the student is too preoccupied with making mistakes to listen to his inner muse. The result of the latter is garbled writing, for the student attempts to use language beyond his level of competence. True composition is, in large part, characterized by good style. A good writer expresses himself well, because he knows how to compact more information into fewer words through more sophisticated syntax and conciser turns of phrase. He is also more skilled in saying the same thing in a number of different ways by using a variety of grammatical constructions.

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[4] Vivian Zamel, "Teaching Composition in the ESL Classroom: What We Can Learn from Research in the Teaching of English," *TESOL Quarterly*, Vol. 10, No. 1 (March 1976), p. 70.

[5] Ibid., p. 74.

The Problem

A good writer intuitively knows when to use a certain word or phrase and how to vary expression. He possesses a Sprachgefühl, a "feeling" for his native language. A second language learner, on the other hand, has to consciously develop such an awareness, for his intuitive knowledge of his foreign language is not as great as that of his native language. The present study is an experiment designed to help intermediate college students of French, German, and Spanish improve their writing through systematic practice in using more varied and compact syntactic patterns than they would normally be exposed to produce at their level. A second interest is to determine whether this kind of writing practice will have a carryover effect on the oral language of the students in the experiment.

Summary of Related Work

The studies reviewed below are representative of the substantial body of applied research upon which this experiment is based.

In 1965 Hunt presented the findings of a study on different levels of writing of American schoolchildren. In the course of a semester each subject submitted 1,000 words of writing. The subject matter of the compositions was not controlled, and the samples were analyzed in two ways. First, Hunt calculated five clause-to-sentence indices which included average clause length in words, the ratio of subordinate clauses to main clause, average T-unit length in words, the ratio of coordinate clauses per sentence, and average sentence length. With the exception of the coordinate clause ratio, Hunt discovered through statistical analysis that there were highly significant differences in the syntactic complexity of samples at all grade levels.[6]

The most statistically powerful measure of syntactic complexity turned out to be the minimal terminable unit (T-unit) which Hunt defined as "exactly one main clause plus whatever subordinate clauses are attached to that main clause."[7] In the second phase of analysis Hunt measured by the application of transformational grammar principles the occurrence of sentence-embedding transformations in T-units. He concluded that the average length of T-units correlated positively with the age of the writer and that significant increases in T-unit length were mainly due to students' increasing ability to embed sentences.[8] Subsequent studies by Hunt and other investigators who employed many of his research techniques have also empirically demonstrated that the development of syntactic maturity in primary language learning is due, in large part, to an increase in embedding processes.[9]

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[6] Kellog W. Hunt, Grammatical Structures Written at Three Grade Levels, National Council of Teachers of English Research Report No. 3 (Champaign, Ill.: National Council of Teachers of English, 1965).

[7] K. W. Hunt, "Recent Measures in Syntactic Development," in Readings in Applied Transformational Grammar, ed. by Mark Lester (New York: Holt, Rinehart and Winston, Inc., 1970), p. 197.

[8] Hunt, Grammatical Structures, pp. 89-92.

[9] Roy C. O'Donnell, William J. Griffin, and Raymond C. Norris, Syntax of Kindergarten and Elementary School Children: A Transformational Analysis, National Council of Teachers of English Research Report No. 8 (Champaign, Ill.: National Council of Teachers of English, 1967) and K. W.

One of the studies following Hunt's initial work is interesting with regard to the development of oral fluency in English as a native language. O'Donnell, Griffin, and Norris, utilizing many of Hunt's procedures, analyzed a corpus of oral and writing samples from schoolchildren in kindergarten and grades 1, 2, 3, 5, and 7. In grades 3, 5, and 7 writing samples were compared with oral samples. The researchers discovered that there were differences in the syntax of speech and writing and that T-unit length was a valid index of complexity of oral language.[10]

In two studies with college students of German and French similar trends in written syntactic development were observed in second language acquisition. In 1972, for example, Cooper collected samples of writing produced by four groups of American college students of German who were enrolled in courses at the sophomore, junior, senior, and graduate school level. Analysis was undertaken in order 1) to determine whether or not significant differences in the use of selected embedding transformations existed between levels, and 2) to test the validity of Hunt's method for measuring syntactic maturity when applied to the writing of second language learners. Cooper found that his method could be successfully applied, for significant increases in embedding were discovered between levels.[11]

Hunt, Syntactic Maturity in School children and Adults, Monographs of the Society for Research in Child Development, Serial No. 134, Vol. 35, No. 1 (Chicago: The University of Chicago Press, 1970).

[10] O'Donnell et al., Syntax of Kindergarten and Elementary School Children, p. 95.

[11] Thomas C. Cooper, "Measuring Written Syntactic Patterns of Second Language Learners of German," Journal of Educational Research, Vol. 69, No. 5 (January 1976), pp. 176-83.

Monroe's study with French students at the undergraduate and graduate level represents further application of this kind of investigation. Instead of allowing his subjects to write on a variety of themes, Monroe developed a rewrite instrument consisting of a number of logically related kernel sentences in French which the college students were asked to rewrite in a better style. He, too, found significant increases in embedding between levels to be a characteristic of acquisition of written syntax of the second language.[12] In addition, Monroe noticed that his students used syntactic patterns of a comparable degree of complexity as Cooper's students, which may indicate that foreign language learners progress through similar stages of development as they acquire ability in handling syntactic patterns of the target language.[13]

In short, there is strong empirical evidence that native speakers of English and adult students of at least two foreign languages do learn how to produce more syntactically complex T-units. An important question is whether this process can be accelerated through a different kind of teaching strategy for writing. There is convincing evidence that native language skills can be dramatically improved through sentence-combining (sentence-embedding) practice. Several studies, for example, have demonstrated that through manipulatory language practice involving sentence-combining exercises English speakers were able to significantly increase their syntactic fluency and level of syntactic maturity when compared to groups of students taught in more traditional language classrooms.[14]

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[12] James Monroe, "Measuring and Enhancing Syntactic Fluency in French," French Review, Vol. 48, No. 6 (May 1975), pp. 1023-1031.

[13] Ibid.

O'Hare's study is one of these investigations into the efficacy of sentence-combining practice among native speakers of American English. More specifically, O'Hare was interested in measuring the effect of written and oral sentence-combining on the writing of a seventh grade experimental group. The experimental group was given intensive practice in combining groups of kernel statements into single sentences which were structurally more complex than those students would normally be expected to write.[15] Although the exercises were based on transformational theory, the students were not exposed to technical grammar technology.

Pre- and posttest compositions were written by the experimental students and by a comparable group of control students. Compositions were analyzed according to six factors of syntactic maturity: words per T-unit; clauses per T-unit; words per clauses; and noun, adverb, and adjective clause embeddings per 100 T-units. Results showed that students in the experimental group experienced growth at the .001 level of significance on all six factors of syntactic maturity. Stated another way, when the data from O'Hare's students were compared with the data gathered by Hunt and other investigators, students in the control group wrote as average seventh graders, while the experimental students wrote at a level of syntactic maturity beyond that of average eighth graders.[16]

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[14] Frank O'Hare, Sentence-Combining: Improving Student Writing Without Formal Grammar Instruction, National Council of Teachers of English Research Report No. 15 (Champaign, Ill.: National Council of Teachers of English, 1973).

[15] Ibid., pp. 35-52.

[16] Ibid., p. 54.

Akin recently tackled the question of whether or not syntactic development of second language learners can be accelerated. She conducted an experiment designed to determine if "sentence-combining practice increases the rate of growth of written syntactic maturity of first year high school students learning German as a foreign language."[17] Sentence-combining materials based on a commonly used high school text were developed for the experimental group, while students in the control groups followed the writing exercises that were outlined in the text. Pre- and posttest writing samples were analyzed according to Hunt's clause-to-sentence indices, and differences in the means of four of these measures--sentence length, clause length, T-unit length, and coordination ratio--proved to be significant[18] in favor of the experimental group.

Objectives

Objectives of this study were as follows: 1) to determine if sentence-combining practice would prove to be an efficient way of promoting statistically significant syntactic development in the writing of third quarter college students of French, German, and Spanish; 2) to apply the methodology for analysis of writing samples to analysis of speech samples in order to determine how sentence-combining practice will effect speech complexity of the students in the study; 3) to compare rates of oral and written syntactic development between the three distinct language sections; and 4) to explore the feasibility of including instructional materials based on sentence-combining techniques in intermediate college language courses.

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[17] Judy Akin, "Enhancing the Syntactic Fluency of Beginning Foreign Language Learners Through Sentence-Combining Practice," (unpubl. Ed.D. diss., The University of Georgia, 1975).

[18] Ibid.

CHAPTER II

DESIGN AND PROCEDURES

The overall plan of this investigation was to test whether sentence-combining practice would increase the rate of written syntactic development of third quarter college students of French, German, and Spanish. A corollary interest was whether or not sentence-combining practice would have a measurable effect on oral fluency. Sentence-combining materials were developed for the treatment in the experimental classes. With the exception of these materials, the experimental and control classes were exposed to the same kind of language intstruction. To determine the effect of the treatment pre- and posttest samples were analyzed according to dependent variables of syntactic fluency.

Hypotheses

The study was designed to test the following two null hypotheses at the .05 level of significance:

1. There will be no significant differences between the experimental and control groups in writing fluency as measured by three dependent variables.
2. There will be no significant differences between the experimental and control groups in oral fluency as measured by six dependent variables.

Research Design

Subjects

A total of 323 students enrolled at the University of Georgia during the ten-week spring quarter, 1977, were included in the experiment. All of the students were in third quarter foreign language classes in French, German, and Spanish. For each language three classes served as the experimental group and three as the control group. Table 1 outlines the division of experimental and control groups and gives the number of students in each.

Table 1. Division of Experimental and Control Groups

Experimental Group	N	Control Group	N
French Class 1	24	French Class 1	18
French Class 2	15	French Class 2	22
French Class 3	25	French Class 3	24
Total	64	Total	64
German Class 4	13	German Class 4	20
German Class 5	19	German Class 5	7
German Class 6	21	German Class 6	12
Total	53	Total	39
Spanish Class 7	13	Spanish Class 7	14
Spanish Class 8	12	Spanish Class 8	20
Spanish Class 9	22	Spanish Class 9	22
Total	47	Total	56
Experimental Total	164	Control Total	159
	Grand Total	323	

In order to obtain a more complete profile of the students' background, a General Information Sheet was filled out by each student during the first few days of the quarter. Table 2 summarizes the responses. Anywhere from 88%-95% of the students had studied a foreign language (mainly French, Spanish, or German) in high school and had done rather well. The students, therefore, were not neophytes in foreign language study. They had also been successful in their prior university courses in foreign language; A's and B's were predominate grades. From 16%-25% had visited a country where their foreign language is spoken, although most trips were for three months or less. Very few students had immediate family members whose native language was French, Spanish, or German. (Those who did were eliminated from the sample in order to not bias results.

Another way to look at the students included in this sample is to compare their Scholastic Aptitude Test (SAT) scores and their grade point averages (GPA) from their quarters spent at the University of Georgia (see Table 3). Combined SAT scores show that control and experimental groups within each language do not vary by more than 53 points. This range is not significant, for, according to the Educational Testing Service, developer of the SAT, scores should be interpreted as lying in a percentile band which takes into account the standard error of measurement. This percentile band spans about 60 points.[1] Thus, on this measure, control and experimental groups can be said to be comparable.

---

[1] Guide for High Schools and Colleges (Princeton, N.J.: College Entrance Examination Board, 1971), p. 18.

Table 2. Summary of General Information Sheet

Questions	Average Responses		
	French	German	Spanish
1. High school foreign language background.			
A. Did you study a FL in high school?	88% Yes	90% Yes	95% Yes
B. If so, which one(s)?	Mainly French	Mainly German	Mainly Spanish
C. How many semesters?	1-2 Years	1-2 Years	1-2 Years
D. What were your grades?	A's and B's	A's and B's	A's and B's
2. College (junior college) foreign language background.			
A. Did you study a FL in college gefore enrolling in this course?	80% Yes	70% Yes	85% Yes
B. What were your grades?	A's and B's	A's and B's	A's and B's
3. Experience abroad.			
A. Have you ever been in a foreign country where your FL is the native language?	20% Yes	16% Yes	25% Yes
B. If so, how long?	3 Weeks	3 Weeks	3 Weeks
4. Do any members of your immediate family speak your FL at home as their native language?	99% No	98% No	99% No

Table 3. SAT Scores and GPA of Students in Experiment

Language Group	N 323	SAT Math	 Verbal	 Combined	GPA
French Control		521	503	1024	2.78
French Experimental		526	493	1019	2.79
French Combined	128	524	498	1022	2.79
German Control		576	539	1115	3.08
German Experimental		547	575	1062	3.06
German Combined	92	562	527	1089	3.07
Spanish Control		488	478	966	2.74
Spanish Experimental		513	487	1000	2.74
Spanish Combined	103	501	483	983	2.74

When the three language sections are compared to each other, however, one notices that the German students have a higher combined SAT score than the French and Spanish students. They are 67 points higher than the French students and 106 points higher than those in the Spanish sample.

On a national scale all the participating students rank, on the average, in the 75th-80th percentile.[2] That is to say, they are roughly in the upper fourth of all the American students who have taken this test.

SAT scores are accurately reflected in the students' grade point averages. German students had the highest GPA (3.07). French students were next (2.79), and students in the Spanish section third (2.74).

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[2] Ibid., p. 12.

Variables

The following outline summarizes the variables in the experiment:

I. Independent variables.

  A. Treatment. (Control classes in each of the three languages followed a regular curriculum that involved completing in the French and Spanish classes the final third of a basic grammar, and reading selections from an anthology. In the case of the German control classes, a grammar review was used and literary selections were read. The experimental classes in each of the three languages followed a shortened version of the regular curriculum and received sentence-combining practice during the class-time gained because of the shorter schedule.)

  B. Language. (The first phase of statistical analysis involved two-way analysis of covariance with treatment and three levels of language--i.e., French, German, and Spanish--as the main effects.)

  C. Teacher. (The second phase of statistical analysis also involved two-way analysis of covariance with treatment and three levels of teachers--i.e., three teachers for each language--as the main effects.)

II. Dependent variables.

  A. For writing samples, three measures of syntactic maturity. (The same measures/indices of syntactic maturity/fluency were used for analysis for each of the three written samples.)

1. Words per clause.
2. Clauses per T-unit.
3. Words per T-unit.

B. For speech samples, six measures of syntactic maturity.

1. Words per clause.
2. Clauses per T-unit.
3. Words per T-unit.
4. Total number of words.
5. Total number of mazes (incomprehensible words and/or phrases).
6. Words per maze.

Statistical Analysis

Since due to university scheduling procedures it was impossible to randomly assign students to control and experimental groups, analysis of covariance (ANCOVA) was used to test the hypotheses.

Covariates used to statistically equate experimental and control groups were:

1. Grade point average for one writing test.
2. Pretest scores for the other two writing tests and the speaking test.

Statistical analysis, done by computer program, proceeded in three stages, and speech and writing samples were handled in the same fashion.[3] First, to check for possible interaction between the French, German, and Spanish sections, a 2 x 3 factorial design was followed with treatment and language as the independent variables. Then, experimental and control groups of each language were compared by again using a factorial design to check for possible teacher interaction. The final stage of analysis involved a comparison of the experimental and control classes of each of the instructors.

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[3] Analysis was done by a CYBER 74 computer. The program came from Statistical Package for Social Sciences, version No. 6, by Nie, Hull, Jenkins, Steinbrenner, and Bent, published by McGraw-Hill and Co., New York, 1975.

Design Controls

In addition to controlling for internal validity through analysis of covariance, an attempt was made to control for extraneous variables by taking the following precautions:

1. Each instructor taught an experimental and a control class.
2. Classes were randomly assigned to experimental and control groups.

Table 4 outlines these controls.

Treatment

Staff

Of the nine instructors on the staff, three were full-time university professors whose teaching experience at the college level ranged from eight to seventeen years. The other six were graduate teaching assistants, and their experience ranged from two to five years. All of the instructors had taught third quarter foreign language classes before. Table 5 summarizes academic background and teaching experience of the staff.

Syllabi and Texts

Parallel syllabi, which outlined daily lessons, were written for experimental and control classes to assure that instructors in all

Table 4. Division of Experimental and Control Classes in the French, German, and Spanish Sections

Class Period	Time	French	German	Spanish
1	7:50- 8:35	Teacher 1 (C)		Teacher 9 (C)
2	8:55- 9:45		Teacher 6 (C) Teacher 4 (X)	
3	10:00- 10:50	Teacher 1 (X)	Teacher 4 (C)	Teacher 9 (X)
4	11:05- 11:55	Teacher 3 (C)	Teacher 6 (X)	
5	12:10- 1:00		Teacher 5 (X)	Teacher 8 (C)
6	1:15- 2:05	Teacher 3 (X)	Teacher 5 (C)	
7	2:20- 3:10	Teacher 2 (C)		Teacher 8 (X) Teacher 7 (C)
8	3:25- 4:15	Teacher 2 (X)		Teacher 7 (X)

Table 5. Academic Background and Teaching Experience of Instructors Involved in Experiment

Teacher	Sex	Degree Held	Degree in Progress	Years of Teaching Experience at College Level
French				
1	F	Ed.D.	-	10
2	M	B.A.	M.A.	2*
3	F	B.A.	M.Ed.	2*
German				
4	F	B.A.	M.A.	2*
5	M	Ph.D.	-	8
6	F	B.A.	M.A.	5*
Spanish				
7	M	M.A.	Ph.D.	5
8	F	M.A.	Ph.D.	4*
9	M	Ph.D.	-	17

*Experience from graduate teaching assistantships.

eighteen classes would proceed at the same pace and cover the same amount of material.*

The texts that students were required to buy are listed below.

French Section

French: Listening, Speaking, Reading, and Writing by Thomas H. Brown (New York: McGraw-Hill Book Co., 1971).

Candide ou L'Optimisme by Voltaire, adapted for intermediate students by Gilles de la France (Skokie, Ill.: National Textbook Co., 1975).

German Section

German in Review by Kimberly Sparks and Van Horn Vail (New York: Harcourt, Brace and World, Inc., 1967).

Der Weg zum Lesen, A German Structural Reader, second edition, by Van Horn Vail and Kimberly Sparks (New York: Harcourt, Brace and World, Inc., 1974).

Spanish Section

Cuentos de ambos mundos, ed. by Mario B. Rodriquez (New York: Houghton Mifflin Co., 1952).

Foundation Course in Spanish by L. H. Turk and A. M. Espinosa (Lexington, Mass.: D. C. Heath and Co., 1974).

Control Classes

Control students covered a variety of activities. In the French and Spanish sections they completed the last third of a basic grammar. This involved reading short passages about the foreign civilization and culture followed by oral and written questions over the selections. There were also grammar presentations with various oral and written exercises. In addition, French and Spanish students read longer selections from their respective anthologies. The German students followed the same format in their classes except that they worked through a grammar review instead of completing a basic grammar text. Although it is difficult to put a label on a particular teaching method, the term that would perhaps best describe the approach used by instructors in the control classes would be modified audio-lingualism, for all four language skills--listening comprehension, speaking, reading, and writing--were equally stressed in these classes.

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*The syllabi and complete instructional materials for French, German, and Spanish are in Vol. II of this report.

Experimental Classes

Students in the experimental classes used the same texts as did their control counterparts and were also taught according to a modified audio-lingual approach. The only differences between the experimental and control groups were that the experimental students did sentence-combining practice and read fewer selections from their anthologies. It should be stressed at this point that although the control students were not taught sentence-combining, they were still required to do an equal amount of writing. Their writing practice was simply different in nature, for in lieu of sentence-combining they completed exercises from their texts, answered questions over reading selections, etc.

What the treatment involved can be best explained by giving examples of the instructional materials used in the experimental classes.

Problem Solving Exercises

The first set of materials was designed to give students oral and written practice in using the constructions listed below:

I. Noun constructions.

A. Noun plus adjective (the large man is my father).

B. Noun plus possessive (my uncle's car is expensive, or the car of my uncle ...).

C. Noun plus relative (that's the woman whom I helped).

D. Noun plus preposition (the garden behind the house is beautiful).

E. Noun plus appositive (Mr. Schmidt, a teacher, is on a trip to Japan).

F. Noun clauses as objects (he said that he was sick).

II. Adverbial clauses.

A. Time

1. When I'm tired, I'll lie down.

2. I lived in Berlin when I was 20.

3. After he read the newspaper he went to a restaurant.

4. Before you go to the movies, you must help me.

5. Since we have less money we stay at home more.

6. While I did the dishes, my wife read a book.

7. As soon as he's finished, he'll pick me up.

8. She waited until he had disappeared.

B. Manner (she acted as if she were tired).

C. Cause (he left because he wasn't having any fun).

D. Condition (if I had time, I would go to Florida).

E. Concession (although he had seen it, he did nothing).

F. Purpose (he is going to Germany so that he will learn something).

G. Degree

1. Wine tastes as good as beer.

2. Milk tastes better than water.

3. The more money one has, the more one wants.

III. Coordinate constructions

A. Adjectives (he bought a fast, low car).

B. Nouns (I see the man and the woman over there).

C. Verbs (he went downtown, bought a book, and came home).

The actual problem solving exercises based on the above constructions had two purposes. One was to show students how information can be added to a skeletal or kernel sentence by using these constructions to join two or more sentences together through subordination or subclausal structures. The effect is a concentration of more information in fewer words. The other purpose was showing students ways of varying expression, ways of conveying the same information through other syntactic patterns.

Below is a shortened version of the German unit on noun plus relative as an example of the format followed in the other language sections:

Unit on Noun plus Relative

Page reference in text for general explanation:

1. Read on pp. 204-208 for review explanation of relative clauses.
2. Do fill-in exercises on pp. 208-211.

Directions for exercise A: Combine the following pairs of sentences with a relative pronoun chosen from the chart below. Follow the example, for the second sentence in each pair should become the relative clause.

Example:

Kernel sentences: 1. Das war der Mann

2. Ich habe ihn gestern abend gesehen.

Combination: Das war der Mann, den ich gestern gesehen habe.

[English: that was the man + I saw him yesterday = that was the man whom I saw yesterday)

Chart of Relative Pronouns

	Masc.	Fem.	Neut.	Plural
Nom.	der	die	das	die
Acc.	den	die	das	die
Dat.	dem	der	dem	denen
Gen.	dessen	deren	dessen	deren

Note 1: Pay particular attention to the five forms underlined; they are unlike the definite article.

Vocabulary Not in Text

die Rotznase - bratty kid
etc.

füttern - feed animals
etc.

[All of the vocabulary items that were not in the grammar or in the reader were glossed.]

Nominative

1. K: 1. Otto kommt von der Lehrerin.

2. Sie hat ihm das Problem erklärt.

C: ____

[English: Otto is coming from the teacher. She explained the problem to him.]

Accusative

1. K: 1. Der Anzug ist altmodisch.

2. Der Clown trägt ihn.

C: ____

[English: The costume is old-fashioned. The clown is wearing it.]

Dative

1. K: 1. Der Junge ist mein Sohn.

2. Ich bin ihm 10,00 Dollar schuldig.

C: ______________________________

[English: The boy is my son. I owe him $10.00.]

Genitive

1. K: 1. Dort ist die Dame.

2. Ich habe ihr Geld gefunden.

C: ______________________________

[English: There is the lady. I found her money.]

Plurals

1. K: 1. Die Hunde sind wild.

2. Ich soll sie füttern.

C: ______________________________

[English: The dogs are wild. I ought to feed them.]

Relatives with Prepositions

1. K: 1. Der Film war gut.

2. Man spricht über den Film.

C: ______________________________

[English: The film was good. One's talking about the film. Answer: The film that one's talking about was good.]

(Comments: There were, of course, for the German students several different combining problems for each gender-number-case sequence. Also, other relatives such as wo - where - and was - what - were drilled.)

Directions for exercise B: In the following sentences break down each complex sentence into its constituent parts. Look at the example given below:

Example:

C: Die Dame, an die er geschrieben hat, ist seine Frau.

K: 1. Die Dame ist seine Frau.

2. Er hat an sie geschrieben.

[English: The lady that he wrote to is his wife = the lady is his wife + he wrote to her.]

(Comments: There were several exercises of this type which give students practice in reversing the sentence-combining process.)

Directions for exercise C (paraphrasing proverbs): Below is a list of proverbs or sayings commonly used by Germans to comment on some situation in daily life. Paraphrase each one by using a relative clause construction and then try to give the English equivalent of the proverbs. Study the examples.

Examples:

Proverb: Wer zuletzt lacht, lacht am besten.

Paraphrase: Ein Mensch, der zuletzt lacht, lacht am besten.
[A person who laughs last, laughs best.]

Proverb: Wer zwei Hasen zugleich jagt, fängt keinen.

Paraphrase: Ein Mensch, der zwei Hasen zugleich, jagt, fängt keinen.
[A person who hunts two rabbits at the same time catches none.]

Proverb: Wer mit Hunden ins Bett geht, steht mit Föhen auf.

Paraphrase: Ein Mensch, der mit Hunden ins Bett geht, steht mit Flöhen auf.
[A person who goes to bed with dogs gets up with fleas!]

Directions for exercise D (a variation exercise): The following sentence pairs are arranged in three groups. Although each pair can be combined by a relative clause construction, there are other possibilities. For example, in Group A an adjective construction can be used for the combination. The sentences in Group B can be combined by a prepositional phrase, and those in Group C by an appositive. Study the examples below and then rewrite the sentence pairs accordingly.

Examples:

Group A

K: 1. Ich habe eine Katze.

2. Sie ist weich.

C: 1. Ich habe eine Katze, die weich ist.

2. Ich habe eine weiche Katze.

[English: K: 1. I have a cat.

2. It's soft.

C: 1. I have a cat that's soft.

2. I have a soft cat.

Group B

K: 1. Der Vogel ist eine Eule.

2. Er ist in dem Kirschbaum.

C: 1. Der Vogel, der in dem Kirschbaum ist, ist eine Eule.

2. Der Vogel in dem Kirschbaum ist eine Eule.

[English: K: 1. The bird is an owl.

2. It's in the cherry tree.

C: 1. The bird that's in the cherry tree is an owl.

2. The bird in the cherry tree is an owl.

Group C

K: 1. Ich muß meinem Vetter helfen.

2. Er ist ein Dummkopf.

C: 1. Ich muß meinem Vetter helfen, der ein Dummkopf ist.

2. Ich muß meinem Vetter, einem Dummkopf, helfen.

[English: K: 1. I have to help my cousin.

2. He's a blockhead.

C: 1. I have to help my cousin who's a real blockhead.

2. I have to help my cousin, a real blockhead.

Personalization section: Answer in any logical way the following questions directed to you. Try to use, however, relative clauses in your answers.

Example:

Question: Was für einen Wagen möchten Sie kaufen?

Answer: Ich möchte einen Wagen kaufen, der 20.000 Dollar kostet.

[English: What kind of a car would you like to buy? I'd like to buy a car that costs $20,000 dollars.]

Paragraph Exercises

After experimental students had sufficient practice in solving sentence-embedding problems similar to those in the relative clause unit given above, they were asked to do exercises based on a breakdown-reconstruct technique which used a model passage of prose as the point of departure for another kind of sentence-combining practice. A German example of how this technique works follows.

Teacher's Script for Paragraph 8 of German Breakdown-Reconstruct Exercises

I. Students read the following prose passage on handout.

Eine ältere Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine Pfeife rauchte. Als sie sah, daß der Arbeiter nicht daran dachte, seine Pfeife wegzulegen, begann sie laut zu husten. Der Mann tat, als hätte er nichts, gehört, und rauchte ruhig weiter. Da sagte sie: "Wenn Sie wüßten, was sich schickte, so würden Sie in Gegenwart einer Dame nicht rauchen.

"Nun," erwiderte der Mann, "wenn es Ihnen nicht gefällt, so können Sie sich irgendwo anders hinsetzen." Die Frau sah ihn böse an und rief ganz empört: "So eine Unverschämtheit habe ich noch nie gehört! Wären Sie mein Mann, so würde ich Sie sofort vergiften."

"Gweiß," sagte der Mann, während er seine Pfeife gemütlich weiterrauchte, "und wären Sie meine Frau, so würde ich das Gift auch nehmen."

[English: An elderly woman walked into the waiting room of a train station and sat down by a workman who was smoking a pipe. When she saw that the workman was not about to put away his pipe, she started to cough loudly. The man acted as if he heard nothing and kept on smoking. Then she said: "If you had good manners, you wouldn't smoke in the presence of a lady." "Well," replied the man, "if you don't like it, you can sit somewhere else." The lady looked at him with a scowl and then said furiously: "I have never heard of such impudence! If you were my husband, I would poison you immediately!" "Really," said the man as he smoked contentedly away, "and if you were my wife, I would take the poison."]

II. Students, having read silently through the passage, are asked to write down sequentially the T-units (usually a sentence, but not if sentence is joined to another by a coordinating conjunction).

1. eine ältere Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine Pfeife rauchte
2. als sie sah, daß der Arbeiter nicht daran dachte, seine Pfeife wegzulegen, begann sie laut zu husten
3. Etc.

[English: These are the first two sentences in the paragraph above.]

III. T-units are repeated orally, and teacher poses simple content questions.

1. Wie sah die Frau aus?
2. In was für ein Gebäude trat sie ein?
3. Wohin setzte sie sich?
4. Was tat der Arbeiter?
5. Etc.

[English: 1. What did the woman look like? 2. What kind of a building did she enter? 3. Where did she sit down? 4. What was the workman doing?]

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that would be complete sentences by themselves.

1. eine älterer Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine pfeife rauchte
    A. eine Frau kam in den Wartesaal eines Bahnhofes
    B. die Frau war alt
    C. sie setzte sich neben einen Arbeiter
    D. der Arbeiter rauchte eine Pfeife
2.

[English: The first sentence in the paragraph is broken down into these constituent parts: A. a woman walked into the waiting room of a train station, B. the lady was elderly, C. she sat down next to a workman, D. the workman was smoking a pipe.]

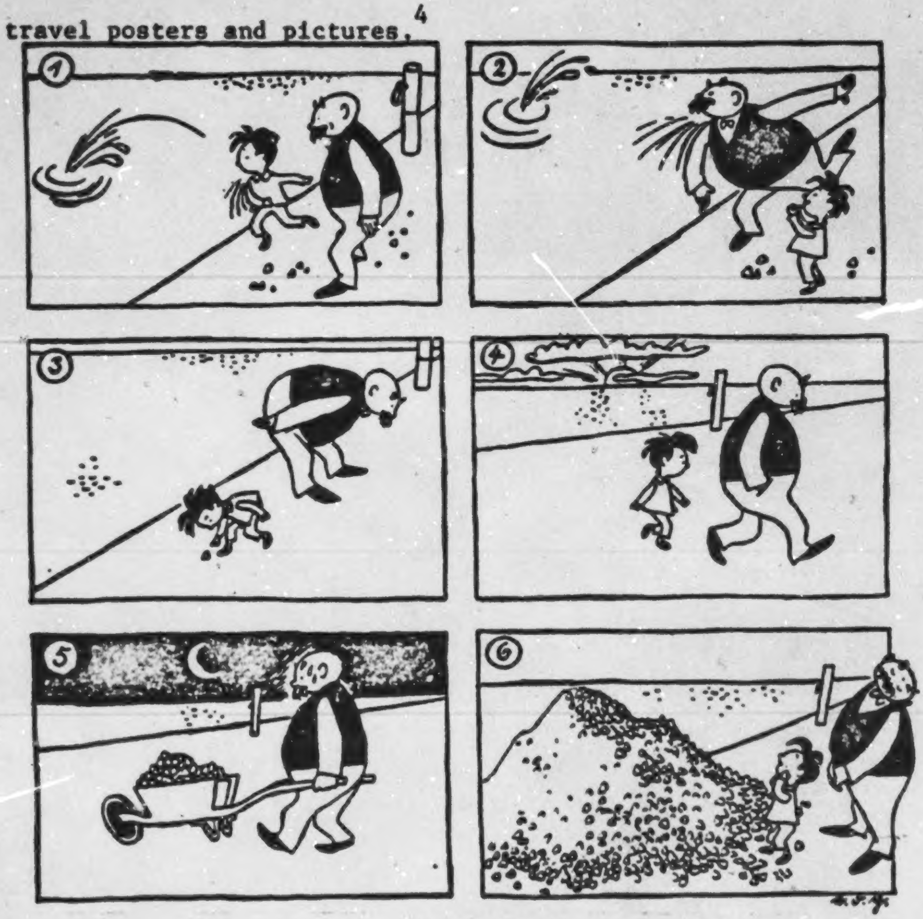
V. In the final step students are to recombine the constituent parts into the original whole. Teacher asks for a silent rereading of the passage and then on a second handout presents T-units in dehydrated form. The students are to reconstruct the passage in writing. These reconstructions need not be exactly like the original.

1. eine ältere Frau/ kommen/ in/ der Wartesaal/ der Bahnhof/ und/ sich setzen/ neben/ der Arbeiter// der/ die Pfeife/ rauchen
2. // als sie/ sehen// daß der Arbeiter nicht daran/ denken/ seine Pfeife wegzulegen// beginnen/ sie/ laut zu husten

[English: 1. an elderly lady/ to come/ in/ waiting room/ train station/ and/ to sit down/ next/ workman// who/ to smoke/ pipe 2. etc.]

Theme Writing

In the third set of materials designed for the treatment, more creativity was required on the part of the experimental students. During this phase the students wrote seven themes that involved (1) telling the story behind a series of cartoon pictures without words and (2) describing travel posters and pictures.[4]



Der Gute

(The Good Man)

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[4] The cartoons were from E. O. Planen's Vater und Sohn, Bildgeschichten für Konversations--und Aufsatzunterricht (Munich: Max Hueber Verlag, 1971), and the pictures were from P. Bonnell and F. Sedwick's Conversation in German, Points of Departure (New York: D. Van Nostrand Co., 1969).

One of the cartoon series is given below to demonstrate classroom procedure. After the students had received the cartoons plus a sheet with corresponding vocabulary, they were asked to describe in their foreign language the action behind the pictures in simple sentences. The instructor then wrote their responses on the blackboard.

In one German class *Der Gute* elicited these descriptive statements:

1. auf dem ersten Bild sieht man den Vater
[in the first picture one sees the father]

2. man sieht auch seinen Sohn --- (join to #1 with und)
[one also sees his son]

3. die zwei stehen am Ufer --- (join to #1 with relative die)
[the two of them are standing on the shore]

4. der Vater sieht etwas komisch aus
[the father looks a little bit funny]

5. er ist dick --- (join to #4 with adjective dick)
[he's plump]

6. er ist kahlköpfig --- (join to #7 with obgleich)
[he's bald]

7. er hat schwarze Augenbrauen
[he has black eyebrows]

8. er hat auch einen schwarzen Schnurrbart --- (join to #7 with und)
[he also has a black moustache]

9. die Augenbrauen und der Schnurrbart sind buschig --- (join to #7 with adjective buschig)
[his eyebrows and moustache are bushy]

10. der Sohn wirft Steine ins Wasser --- (join to #11 with während)
[the son is throwing stones into the water]

11. der Vater schaut zu
[the father is watching]

12. er freut sich über etwas --- (join to #11 with und)
[he's happy about something]

13. sein Sohn amüsiert sich --- (join to #12 with darüber, daß)
[his son is having a good time]

After these sentences were on the board the instructor asked the students how they could be combined in such a way as to produce longer, more sophisticated syntactic units. He then wrote the combining cues to the left of the kernel sentences and had the students create their own combinations. A typical product was this paragraph:

> Auf dem erstein Bild sieht man den Vater und seinen Sohn, die am Ufer stehen. Der dicke Vater sieht etwas komisch aus: obgleich er kahlköpfig ist, hat er buschig schwarze Augenbrauen und einen buschigen schwarzen Schnurrbart. Während der Sohn steine ins Wasser wirft, schaut der Vater zu und freut sich darüber, daß sein Sohn sich amüsiert.

[English: In the first picture one sees the father and his son standing at the shore. The plump father looks a little bit funny: although he's bald, he has bushy black eyebrows and a bushy black moustache. The father watches while his son throws stones into the water and is happy about the fact that the boy is having a good time.]

The techniques outlined above for teaching sentence-combining are arranged in a progressive order of difficulty. The exercises dealing with embedding problems introduce the student to the concept of sentence-combining and give him practice in performing such syntactic manipulations. The breakdown-reconstruct exercises require initial deductive effort from the student as he disassembles the whole prose passage into its constituent parts. The next step is inductive in nature, for the student must rebuild the writing passage by making use of the syntactic options he learned in the problem-solving exercises. Although he has more freedom here, he is still guided by the example passage. The final technique gives the student almost complete freedom, for he may now exercise his own judgment in writing.

While the main focus is on writing in these exercises, the other three skills are not allowed to lie fallow. As the student works with the embedding problems, he also practices speaking and listening comprehension. The same is true in the exercises dealing with picture description, and in the breakdown-reconstruct exercise there is practice in reading.

Schedule of Treatment

The following schedule indicates the amount of time that was spent on the treatment during the experiment which ran ten weeks with classes meeting five days a week.

1. Use of first set of materials (problem-solving exercises with selected sentence-embedding constructions) --- 5 weeks, 20-30 minutes a class period, 5 times a week
2. Use of second set of materials (breakdown-reconstruct paragraphs) --- 2 weeks, 20-30 minutes a class period, 3 times a week
3. Use of third set of materials (guided theme writing) --- 2 weeks, 30-40 minutes a class period, 3 times a week

During the quarter of the experiment, weekly staff meetings for the teaching personnel were held to discuss problems of coordination. In other words, every effort was made to make sure that the instructors in the three language sections were proceeding according to the syllabi.

Measurement

Collection of Samples

During the first and last week of classes in the spring quarter, two writing tests and one speaking test were given to the experimental and control students to collect data for pretest-posttest comparison. The German versions of the two writing tests are given below as an example.

Pretest-Posttest I: Rewrite Test[5]

Directions to student: Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulary

die Wohnung	- apartment	nah	- near
das Gebäude	- building	rufen	- to call
zu-bereiten	- fix, prepare	der Nachbar	- neighbor
das Frühstück	- breakfast	zu Fuß gehen	- to walk

Heinrich ist Professor. Er arbeitet an der Universität. Er wohnt in München. Helga ist seine Frau. Sie ist Lehrerin. Sie arbeitet in der Stadt. Sie haben zwei Kinder. Inge ist ihre Tochter. Sie ist zehn Jahre alt. Hans ist ihr Sohn. Er ist acht Jahre alt. Sie haben eine Wohnung. Sie ist klein. Sie ist auch schön. Die Wohnung ist in einem Haus. Das Haus ist alt. Das Haus ist in einer Straße. Die Straße heißt Gartenstraße.

Heute ist Montag. Es ist sieben Uhr. Es ist Morgen. Heinrich liegt im Bett. Er schläft. Helga bereitet das Frühstück zu. Die Kinder schlafen. Bald ruft die Mutter die Kinder. Sie essen schnell. Der Unterricht beginnt um acht Uhr. Es ist schön draußen. Ihre Schule ist ganz nah. Sie gehen zu Fuß in die Schule. Robert geht mit. Er ist ihr

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[5] This rewrite test was modelled closely after Monroe's. See Monroe "Measuring and Enhancing Syntactic Fluency in French," p. 1027.

Nachbar. Sie sind gute Freunde. Sie kommen zur Schule. Es ist noch vor acht Uhr.

[English: Henrich is a professor. He works at the university. He lives in Munich. Helga is his wife. She is a teacher. She works in the city. They have two children. Inge is their daughter. She is ten years old. Hans is their son. He is eight years old. They have an apartment. It's small. It's also pretty. The apartment is in a house. The house is old. The house is in a street. The street is called Garden Street.

Today is Monday. It's 7:00. It's morning. Heinrich is in bed. He is sleeping. Helga is preparing breakfast. The children are sleeping. Soon the mother calls the children. They eat quickly. School begins at 8:00. It's nice outside. Their school is very close. They walk to school. Robert goes with them. He's their neighbor. They are good friends. They arrive at school. It's not yet 8:00.]

Pretest-Posttest II: Freewrite Test

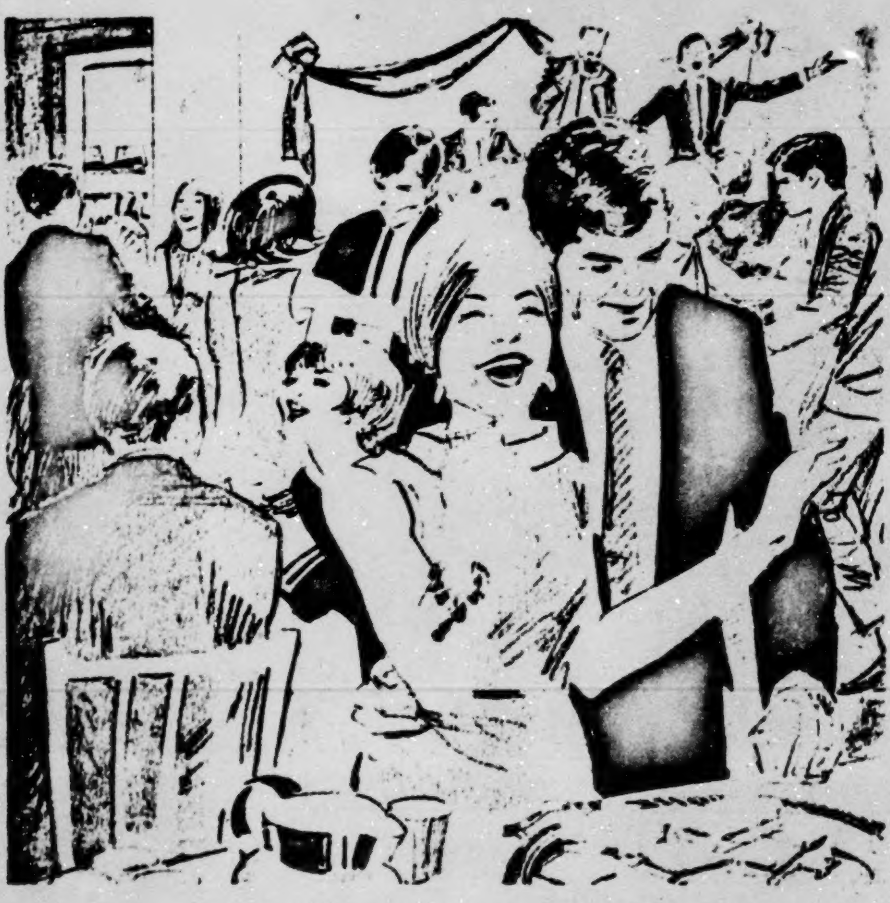
Directions to student: Write a paragraph in German that begins with the following sentence: "Heute ging ich in die Stadt." [Today, I went downtown.] Below is a list of words that should give you some ideas about what you could write. They are only guidelines. Of course, you can add more information and arrange it in the paragraph any way you wish. You may want to write a rough draft of the paragraph on a separate sheet of paper and copy only your final version in the space provided below.

das Wetter	- weather	sein	- to be
die Sonne	- sun	haben	- to have
scheinen (ie, ie)	- to shine	zu Fuß gehen	- to walk
regnen	- to rain	besuchen	- to visit
regnerisch	- rainy	sehen	- to see
die Wolke, -n	- cloud	kaufen	- to buy
am Himmel	- in the sky	essen (i,a,e)	- to eat
es gibt + acc.	- there is	trinken (a,u)	- to drink
fahren (ä,u,a + sein)	- to drive	der Park, -e	- park
das Auto, -s	- car	das Kino	- movie theater
der Bus, -se	- bus	der Haven, ¨	- harbor
der Zug, ¨	- train	am Hafen	- at the harbor
die Straßenbahn-en	- streetcar	das Schiff,-e	- ship
das Restaurant,-s	- restaurant	die Leute	- people
der Kaufhof,¨e	- dept. store	ins Kino	- to the movies

The writing tests were constructed to complement each other. Since the number of input sentences was controlled in the rewrite test, the investigators hoped to be able to determine the students' ability in performing sentence-embedding within a more restrictive framework. In the freewrite test, however, the students were given more leeway in choosing their syntactic patterns so that one would presumably have a better indication of skill in freer composition.

The speaking test was administered in the language laboratory. For this test the students were to describe in their foreign language a picture and record their efforts on tape. The German version follows:

Pretest-Posttest III: Speaking Test



Directions. Study for 5 minutes the picture, der Tanzabend, plus the corresponding vocabulary on the handout. Then start the recorder and describe on your cassette tape the picture in German. Use the vocabulary words as a guide for your description. Please don't write anything down to use as an aid. Talk until you think you have described the picture as best you can and then stop the recorder.

Der Tanzabend - The Dance (implying in the evening)

1. Im Vordergrund - in the foreground

die Leute - people
jung - young
lachend - laughing
die Erfrischungen - refreshments
das Getränk, -e - drink
das Tablett, -e - tray
das belegte Brot (pl. die belegten Brote) - sandwich
der Wein, -e - wine

2. In der Mitte - in the center

der Tisch, -e - table
am Tisen sitzen (a,e) - to sit at the table
sich amüsieren - to have fun, enjoy oneself
laut - loud
lustig - cheerful
der Tanzabend - the dance

3. Im Hintergrund - in the background

die Rockmusik - rock music
das Podium, die Podien - podium, bandstand
die Kapelle, -n - band
spielen - to play
die Trommel, -n - drum
der Sänger, - - singer
singen (a, u) - to sing
toll - fantastic, great
laut - loud
gut - good, well
bis spät in die Nacht - until late at night

In addition to the tests described above, two themes were collected from each experimental and control student. These themes were written during the last two weeks of the quarter.

Indicators of Syntactic Maturity

After the language samples had been collected, they were prepared for statistical analysis during the summer quarter, 1977. For the writing samples, this involved, first of all, assigning an identification number to each student and ordering the samples according to teacher, language, and experimental or control group. Next, the number of words per sample was counted. The criteria listed below were used to determine what constituted a word.

1. Each group of letters separated by spaces on both sides from adjacent groups of letters was counted as a word, even though it might be an initial as in the name Thomas V. Randow (three words).
2. Any number was counted as one word.
3. A hyphenated word was counted as one word; for instance Germanisten-Exkursion (excursion of German scholars) was considered one word.
4. Contractions were counted as one word: im and zum ("in the" and "to be"), for example.

After the writing samples had been prepared as outlined above, the T-units and subordinate clauses were marked. The next step involved calculating for each sample three indices which were 1) average clause length, 2) subordinate clause ratio, and 3) average T-unit length.

Below is a sample passage of English for which the indices have been computed for illustration of procedure.

> Even an American may be confused by the number of knives, forks, and spoons beside his plate when he sits down to a formal dinner./ It is simple, however:/ one should use the utensiles in the order in which they lie, beginning

from the outside;/ or one can watch the hostess and do what she does./

This paragraph contains 55 words, 2 sentences, 4 T-units (these are indicated by virgules), and 2 subordinate clauses (these are underlined). Three indices are calculated as follows:

1. Words per clause = total number of words in passage ÷ total number of clauses, both subordinate and main.
   (55 ÷ 6 = 9.2 words per clause)

2. Clauses per T-unit = total number of clauses, both subordinate and main ÷ number of T-units.
   (6 ÷ 4 = 1.5 clauses per T-unit)

3. Words per T-unit = words in passage ÷ T-units in passage.
   (55 ÷ 4 = 13.8 words per T-unit)

The same procedure was followed for preparing the speech samples except that they first had to be transcribed from tape and two additional indices were calculated. The first was the number of mazes (unintelligible words and/or phrases) in a sample; the second was the average length of mazes. (A more detailed discussion of mazes will be given in Chapter IV.)

The following figures indicate the size of the total language corpus, the analysis of which is discussed in Chapter III.

	Writing Samples	Speech Samples
Total for French, German, and Spanish sections (N = 323)	300,000 words	67,000 words

CHAPTER III

FINDINGS

The plan for this chapter is to present the findings of statistical analysis which tested two null hypotheses repeated below:

1. There will be no significant differences between the experimental and control group in writing fluency as measured by three dependent variables.
2. There will be no significant differences between the experimental and control group in oral fluency as measured by six dependent variables.

Priority is given to discussion of the effect of treatment on posttest scores of both groups. This, in turn, is followed by summaries of the effects of the language and teacher variables and interaction.

Writing Tests

In the tables below the rewrite and freewrite tests are always handled together, since both were analyzed with pretests as covariates. The compositions are dealt with separately, for their covariates were grade point averages.

Total Groups and Languages

Table 6 presents the results of analysis of covariance (ANCOVA) when all experimental students are combined and all control students are combined. In both the rewrite and freewrite tests the posttest scores of the experimental students are higher than those of the control students. This is reflected in the higher gain scores of the experimentals.

Table 6. Total Results of Combined Experimental and Combined Control Groups on the Rewrite and Freewrite Tests

Test and Variable	Group	Pretest Score	Posttest Score	Score	Adjusted Posttest	F for ANCOVA with Pre-Test as Covariate	Level of Significance of F
Rewrite							
W/clause	X (N=164)	6.02	6.39	.37	6.38	32.26	.001
	C (N=159)	5.99	5.93	- .06	5.93		
Cl/T-unit	X	1.21	1.52	.31	1.52	11.60	.001
	C	1.23	1.37	.14	1.36		
W/C T-unit	X	7.26	9.71	2.45	9.74	69.42	.001
	C	7.40	7.87	.47	7.85		
Freewrite							
W/Clause	X (N=162)	6.70	6.90	.20	6.93	4.69	.03
	C (N=156)	6.67	6.67	.00	6.65		
Cl/T-unit	X	1.15	1.34	.19	1.34	57.67	.001
	C	1.16	1.18	.02	1.18		
W/T-unit	X	7.62	9.17	1.55	9.17	62.43	.001
	C	7.72	7.84	.12	7.85		

(The gain score is the difference between the pre- and posttest on a given dependent variable.) The F values for ANCOVA yield .001 levels of significance with the exception of words per clause in the freewrite test which gives a .03 level of significance.* Adjusted posttest scores

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*Appendix A contains complete ANCOVA data for Tables 6-46.

(column three from the right) are the result of statistical compensation for initial differences between the experimental and control groups on pretest scores. That is to say, if pretest scores are higher for a particular group, the posttest scores of that group will usually be lowered; similarly, if the pretest scores are lower, the posttest scores will be raised accordingly. The adjusted posttest scores here, however, vary little from the actual scores (column four from the left), indicating that initial differences between the two groups were practically negligible.

Table 7 arrays the results of the composition analysis.

Table 7. Results of Combined Experimental and Combined Control Groups on Compositions

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANCOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=168)	8.77	8.14	34.39	.001
	C(N=157)	7.33	7.32		
Cl/T-unit	X	1.32	1.33	51.61	.001
	C	1.18	1.18		
W/T-unit	X	10.68	10.80	85.66	.001
	C	8.66	8.64		

On all three measures of syntactic fluency--words per clause, clauses per T-unit, and words per T-unit--the experimentals score higher than their control counterparts. The F ratios show a level of significance of .001. As was the case with the rewrite and freewrite test results in Table 6, the adjusted scores differ little from the actual scores. This again indicates that there was very little initial difference between the groups. Another interesting result brought to light in this table is that both the experimental and control students score higher on the three indices in the compositions than in the rewrite and freewrite tests.

In the next set of tables the totals of the experimental and control groups are broken down into language sections which are discussed separately.

In Tables 8 and 9 the data from the French section are presented.

Table 8. Results of French Experimental and Control Groups on Rewrite and Freewrite Tests

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=64)	5.85	6.00	.15	6.03	16.41	.001
	C(N=64)	5.91	5.64	- .27	5.61		
Cl/T-unit	X	1.22	1.50	.28	1.50	.01	ns
	C	1.23	1.50	.27	1.50		
W/T-unit	X	7.20	8.97	1.77	9.00	18.60	.001
	C	7.27	7.93	.66	7.90		
Freewrite							
W/Clause	X(N=64)	6.90	6.88	- .02	6.89	.16	ns
	C(N=62)	7.04	6.87	- .17	6.84		
Cl/T-unit	X	1.14	1.35	.21	1.35	11.48	.001
	C	1.15	1.22	.07	1.23		
W/T-unit	X	7.85	9.26	1.41	9.27	10.24	.002
	C	8.10	8.35	.25	8.33		

Table 9. Results of French Experimental and Control Groups on Compositions

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANCOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=66)	7.85	7.85	6.02	.02
	C(N=62)	7.36	7.36		
Cl/T-unit	X	1.30	1.31	12.51	.001
	C	1.19	1.19		
W/T-unit	X	10.18	10.21	18.99	.001
	C	8.71	8.73		

Regarding the rewrite and freewrite tests in Table 8, in four cases out of six, posttest scores for the experimental students are higher than those of the control students. Clauses per T-unit on the rewrite test and words per clause on the freewrite test remain about the same for both groups. F values from ANCOVA are significant in the four cases where the posttest differences vary more substantially. Adjusted scores again differ just slightly from the actual ones. In Table 9 the data from the compositions closely parallel the data in Table 8 by showing superior performance of experimental over control students. Levels of significance range from .02 to .001 for the three indices. As was noticed in the analysis of the combined groups, French students also do better on the compositions than on the other two tests.

Data for the German section are seen in Tables 10 and 11. The results are clearcut: experimental students outstrip the control students in every category. These differences are highly significant, for F values yield probability levels ranging from .009-.001.

Table 10. Results of German Experimental and Control Groups on Rewrite and Freewrite Tests

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pretest as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=53)	6.23	6.77	.54	6.74	7.05	.009
	C(N=39)	6.09	6.31	.22	6.36		
Cl/T-unit	X	1.24	1.50	.32	1.56	36.17	.001
	C	1.23	1.22	- .01	1.23		
W/T-unit	X	7.53	10.58	3.05	10.47	32.59	.001
	C	7.65	7.62	- .03	7.76		
Freewrite							
W/Clause	X(N=52)	6.04	6.39	.35	6.36	9.87	.002
	C(N=38)	5.77	5.86	.09	5.92		
Cl/T-unit	X	1.17	1.34	.17	1.32	32.25	.001
	C	1.11	1.11	.00	1.13		
W/T-unit	X	7.03	8.47	1.44	8.32	57.60	.001
	C	6.38	6.39	.01	6.60		

Table 11. Results of German Experimental and Control Groups on Compositions

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANCOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=53)	7.75	7.69	35.23	.001
	C(N=40)	6.73	6.87		
Cl/T-unit	X	1.31	1.32	41.44	.001
	C	1.13	1.14		
W/T-unit	X	10.21	10.16	74.77	.001
	C	7.61	7.80		

Adjusted scores differ little from actual scores, and again, one sees that the students, by and large, performed better on the compositions (Table 11) than they did on the rewrite and freewrite tests.

The same general trends are observed in the Spanish section. Experimental perform significantly better on all measures of syntactic maturity. This is evident in Tables 12 and 13, where with the exception of words per clause the statistical probability of differences between the two groups being due to pure chance is less than one out of a thousand. Here too, students tend to do better on the compositions.

Interaction of Treatment and Language

An investigator hopes for consistency in effect of treatment in a factorial experiment of this kind. Such an outcome is illustrated in Figure 1.

Table 12. Results of Spanish Experimental and Control Groups on Rewrite and Freewrite Tests

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=47)	6.08	6.49	.41	6.45	11.07	.001
	C(N=56)	6.01	6.00	- .01	6.03		
Cl/T-unit	X	1.16	1.49	.33	1.53	21.72	.001
	C	1.22	1.33	.11	1.31		
W/T-unit	X	7.05	9.73	2.68	9.81	28.88	.001
	C	7.38	7.99	.61	7.92		
Freewrite							
W/Clause	X(N=46)	7.16	7.50	.34	7.44	3.82	.05
	C(N=56)	6.88	7.00	.12	7.04		
Cl/T-unit	X	1.12	1.32	.20	1.34	23.82	.001
	C	1.20	1.18	- .02	1.16		
W/T-unit	X	7.99	9.82	1.83	9.85	32.07	.001
	C	8.20	8.26	.06	8.23		

Table 13. Results of Spanish Experimental and Control Groups on Composition

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANCOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=49)	8.84	8.81	15.06	.001
	C(N=55)	7.73	7.77		
Cl/T-unit	X	1.35	1.38	16.61	.001
	C	1.21	1.21		
W/T-unit	X	11.87	11.98	33.89	.001
	C	9.37	9.44		

One sees that the sentence-combining treatment has had an equal effect on all language sections, for the experimental students have higher scores on the dependent variables than do the control students. Differences among separate language sections are negligible, for the lines representing the language sections are parallel and in close proximity. Furthermore, there is no interaction, as seen by the absence of intersecting lines. In other words, the effect of the treatment has remained constant across the three language sections.

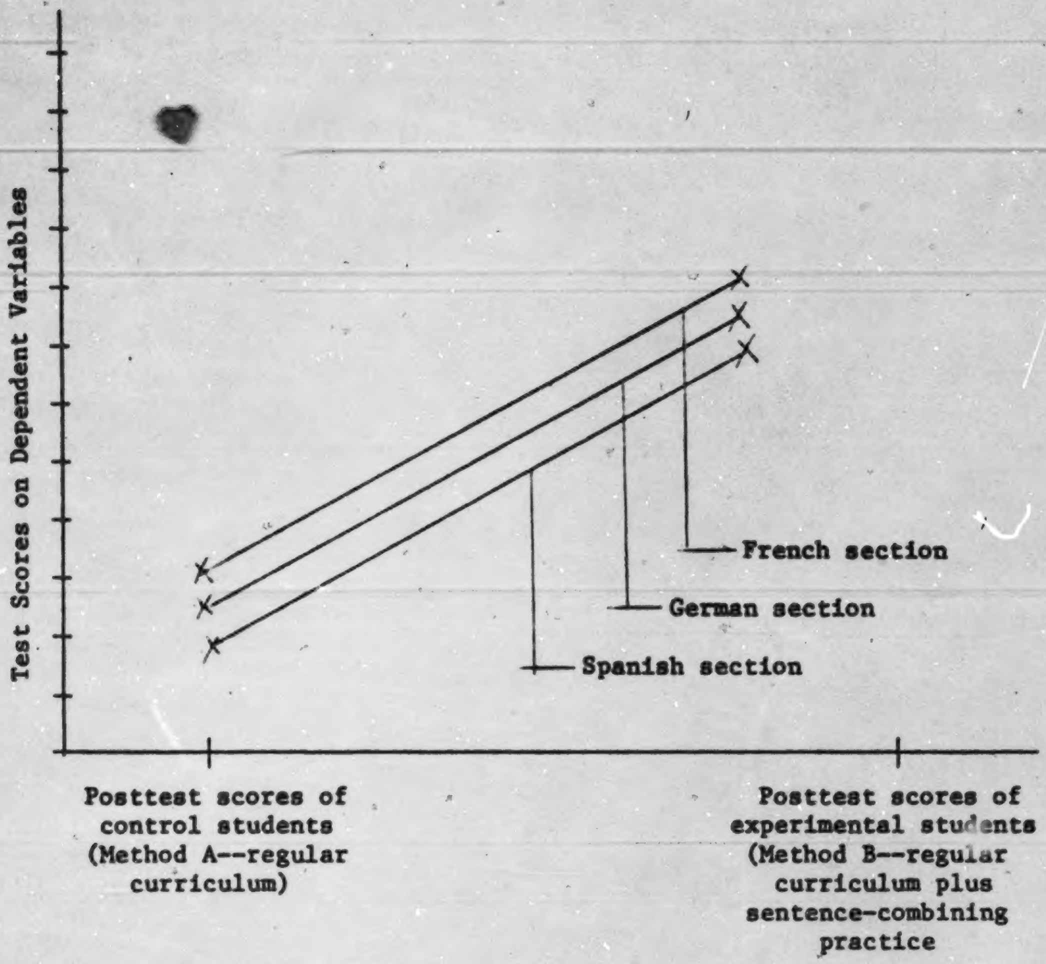

Figure 1. Hypothetical Factorial Results Showing No Interaction

The remainder of the factorial data for this phase of analysis is arrayed below in Tables 14 and 15. These results match the ideal in all but three cases where significant interaction occurs between treatment and language: clauses per T-unit and words per T-unit on the rewrite test, and words per T-unit on the compositions. The far right-hand column of the tables indicates the type of interaction pattern.

Table 14. Interaction for Total Groups and Language on Rewrite and Freewrite Tests

Source	Dependent Variable	F-Value	Level of Significance	Interaction Pattern
Rewrite	W/Clause			
Treatment (X vs C)		32.26	.001	
Language (F,S,G)		16.95	.001	
Interaction		.25	ns	
	Cl/T-unit			A
Treatment (X vs C)		11.60	.001	
Language (F,G,S)		1.71	ns	
Interaction		4.18	.02	
	W/T-unit			A
Treatment (X vs C)		69.42	.001	
Language (F,G,S)		2.17	ns	
Interaction		5.84	.003	
Freewrite	W/Clause			
Treatment (X vs C)		4.69	.03	
Language (F,G,S)		14.27	.001	
Interaction		1.64	ns	
	Cl/T-unit			
Treatment (X vs C)		57.67	.001	
Language (F,G,S)		2.71	ns	
Interaction		1.13	ns	
	W/T-unit			
Treatment (X vs C)		62.43	.001	
Language (F,G,S)		8.40	.001	
Interaction		1.99	ns	

Table 15. Interaction for Total Groups and Language on Compositions

Source	Test	Dependent Variable	F Value	Level of Significance	Interaction Pattern
	Composition	W/Clause			
Treatment (X vs C)			34.39	.001	
Language (F,G,S)			17.19	.001	
Interaction			2.71	ns	
		Cl/T-unit			
Treatment (X vs C)			51.61	.001	
Language (F,G,S)			4.74	.009	
Interaction			1.02	ns	
		W/T-unit			B
Treatment (X vs C)			85.66	.001	
Language (F,G,S)			21.10	.001	
Interaction			3.18	.04	

Interaction pattern A occurs twice and is illustrated in Figure 2. In the case of words per T-unit on the rewrite test, the F value for treatment is large enough for a .001 level of significance; this is evident from the figure in that all experimentals perform better than the controls. The F value for differences among separate language sections is not significant, and the relative closeness of the lines representing French, German, and Spanish students bears this out. The F for interaction, however, is significant at the .003 level. This is no doubt due to the extreme scores of the German students; their line intersects the other two twice.

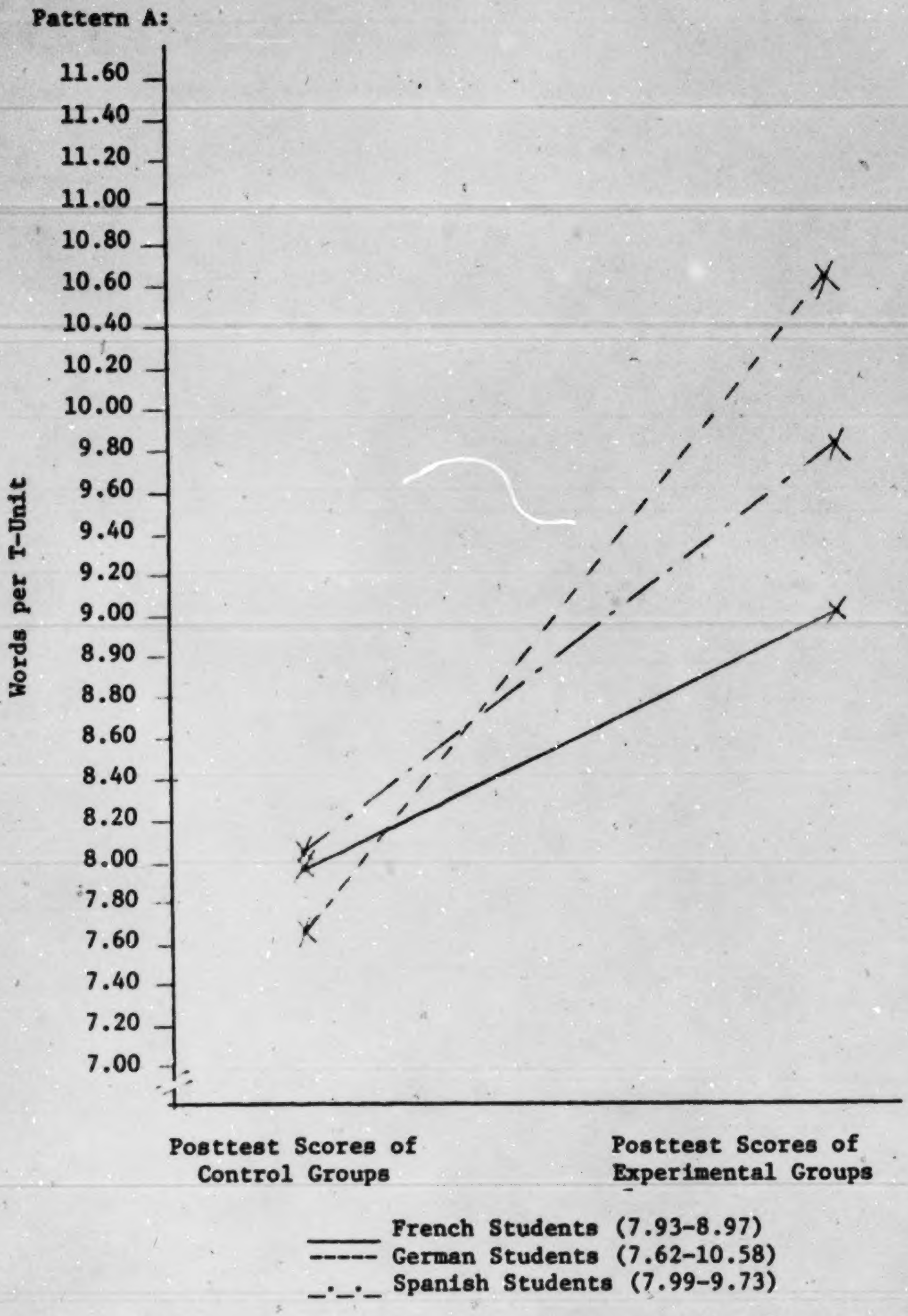

Figure 2. Words per T-unit Scores of French, German, and Spanish Sections on Rewrite Test

Figure 3 is illustrative of interaction pattern B. Here, all F ratios are significant. Treatment is significant at the .001 level as are differences among language sections. The latter can be seen in the rise of the Spanish line above the others. Interaction, significant at the .04 level, could be due to the lower scoring of the French experimentals in relation to the German and Spanish experimentals.

French Classes

Tables 16 and 17 show results of the first French teacher's classes. On eight of the nine dependent variables, experimental students outperform the controls. F ratios mirror the superior performance of the experimentals, for only two--those for words per clause on the freewrite test and compositions--fail to be significant.

Results from the classes of teacher 2 are given in Tables 18 and 19. Here, the experimental class shows a slight gain over the control class. But, in two cases--clauses per T-unit on the rewrite test and words per clause on the freewrite test--control students perform better. Only one F value is significant.

Test scores from the classes of teacher 3 are presented in Tables 20 and 21. With the exception of clauses per T-unit on the rewrite test, experimental students have higher scores. Analysis of covariance indicates levels of significance of .003 and .002 for words per clause and words per T-unit on the compositions. F ratios for words per T-unit on the rewrite and freewrite tests are almost large enough for the designated level of significance of .05.)

Pattern B:

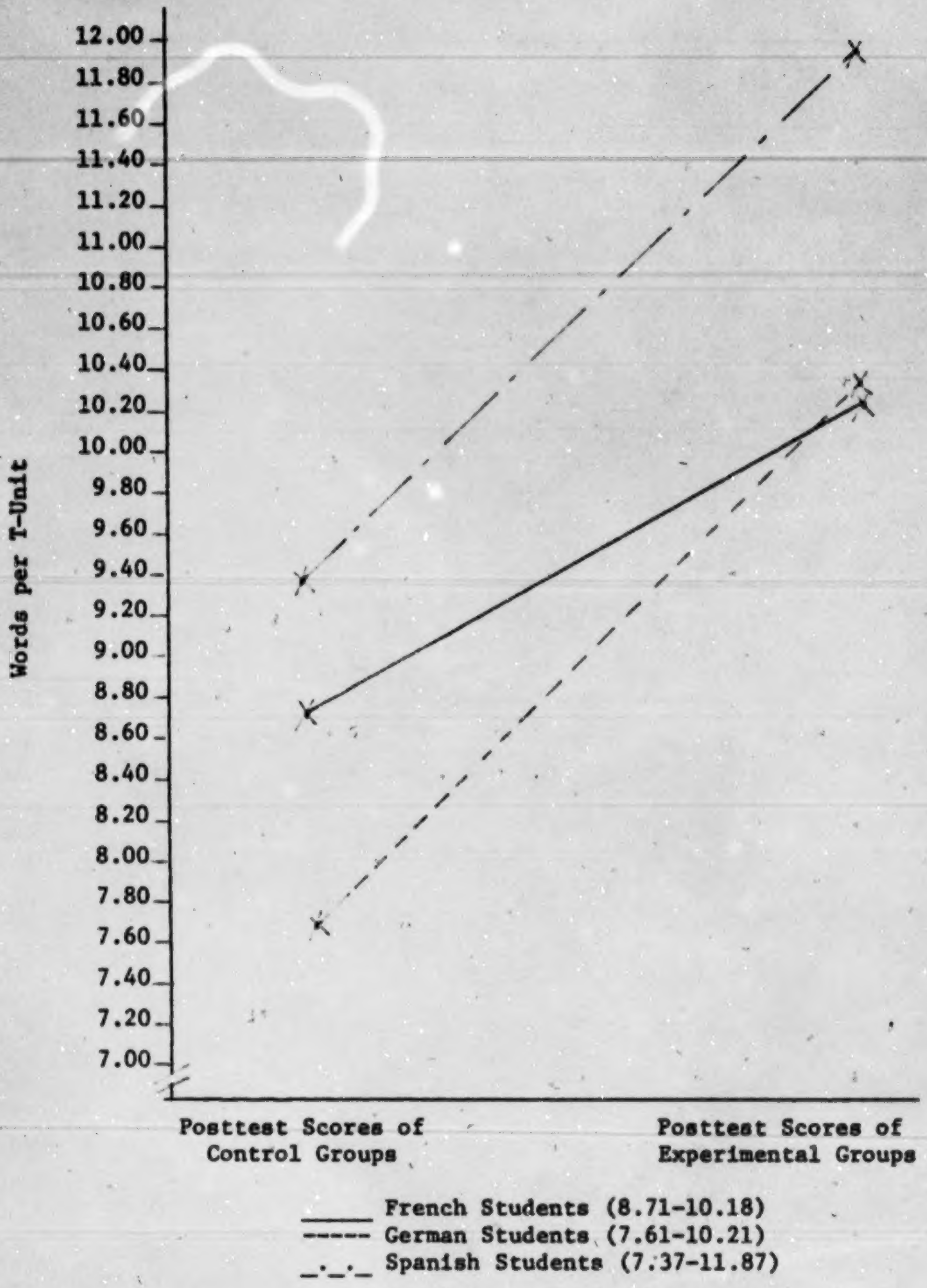

Figure 3. Words per T-unit Scores of French, German, and Spanish Sections on Composition Test

Table 16. Results of French Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 1

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=24)	5.89	6.01	.12	6.06	21.63	.001
	C(N=18)	6.11	5.42	- .69	5.33		
Cl/T-unit	X	1.14	1.60	.46	1.59	9.60	.004
	C	1.20	1.34	.14	1.36		
W/T-unit	X	7.11	9.67	2.56	9.61	29.26	.001
	C	6.97	7.24	.27	7.32		
Freewrite							
W/Clause	X(N=25)	7.20	7.05	- .15	7.06	.82	ns
	C(N=16)	7.23	6.80	- .43	6.80		
Cl/T-unit	X	1.11	1.42	.31	1.42	10.18	.003
	C	1.12	1.16	.04	1.16		
W/T-unit	X	7.90	9.97	2.07	9.99	10.56	.003
	C	8.06	7.87	- .19	7.83		

Table 17. Results of French Experimental and Control Classes on Compositions: Teacher 1

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=25)	7.82	7.76	1.25	ns
	C(N=18)	7.33	7.41		
Cl/T-unit	X	1.36	1.37	26.23	.001
	C	1.10	1.10		
W/T-unit	X	10.63	10.58	14.08	.001
	C	8.04	8.14		

Table 18. Results of French Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 2

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Signifi-cance of F
Rewrite							
W/Clause	X(N=15)	5.89	6.18	.29	6.11	4.74	.04
	C(N=22)	5.72	5.64	- .08	5.67		
Cl/T-unit	X	1.22	1.41	.19	1.40	.42	ns
	C	1.22	1.47	.25	1.46		
W/T-unit	X	7.17	8.68	1.51	8.61	.22	ns
	C	6.97	8.28	1.31	8.32		
Freewrite							
W/Clause	X(N=15)	6.74	6.49	- .25	6.50	1.17	ns
	C(N=22)	6.76	6.79	.03	6.79		
Cl/T-unit	X	1.16	1.30	.14	1.30	.21	ns
	C	1.19	1.27	.08	1.27		
W/T-unit	X	7.90	8.48	.58	8.50	.02	ns
	C	8.07	8.44	.37	8.43		

Table 19. Results of French Experimental and Control Classes on Compositions: Teacher 2

Test of Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Signifi- of F
Compositions					
W/Clause	X(N=16)	7.65	7.67	.009	ns
	C(N=21)	7.62	7.63		
Cl/T-unit	X	1.25	1.27	.31	ns
	C	1.23	1.24		
W/T-unit	X	9.53	9.67	.26	ns
	C	9.31	9.33		

Table 20. Results of French Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 3

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pretest as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=25)	5.79	5.88	.09	5.90	.55	ns
	C(N=24)	5.95	5.81	-.14	5.79		
Cl/T-unit	X	1.23	1.45	.22	1.49	.23	ns
	C	1.31	1.65	.34	1.61		
W/T-unit	X	7.31	8.49	1.18	8.59	3.49	.07
	C	7.78	8.11	.33	8.00		
Freewrite							
W/Clause	X(N=24)	6.69	6.95	.26	7.07	.55	ns
	C(N=24)	7.16	6.98	-.18	6.85		
Cl/T-unit	X	1.16	1.30	.14	1.30	2.17	ns
	C	1.14	1.23	.09	1.24		
W/T-unit	X	7.76	9.00	1.24	9.15	2.69	.10
	C	8.16	8.60	.44	8.45		

Table 21. Results of French Experimental and Control Classes on Compositions: Teacher 3

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=25)	8.00	7.96	9.96	.003
	C(N=23)	7.14	7.16		
Cl/T-unit	X	1.28	1.28	1.39	ns
	C	1.22	1.21		
W/T-unit	X	10.15	10.15	10.77	.002
	C	8.67	8.64		

In Table 20 it is interesting to observe how the ANCOVA adjustment functions with respect to words per T-unit on the rewrite test. Since the controls were initially higher on the pretest (7.78 to 7.31), posttest scores for the controls were lowered from 8.11 to 8.00, and those of the experimental students were raised from 8.49 to 8.59. Greater posttest adjustment is to be expected when two intact classes are being compared. The number of subjects is smaller than when language sections or total groups are analyzed, and some classes are almost certain to be better at the beginning than others.

Interaction of Treatment and Teacher for French

Tables 22 and 23 give the complete factorial data for the French classes. Significant interaction between treatment and teacher occurs five times: twice in the rewrite and freewrite tests and once in the composition analysis.

Table 22. Interaction for French Section and Teacher on Rewrite and Freewrite Tests

Source	Test	Dependent Variable	F Value	Level of Significance	Interaction Pattern
	Rewrite	W/Clause			
Treatment (X vs C)			16.41	.001	A
Teacher (1,2,3)			2.34	ns	
Interaction			3.04	.05	
		Cl/T-unit			
Treatment (X vs C)			.01	ns	
Teacher (1,2,3)			.23	ns	
Interaction			1.15	ns	
		W/T-unit			A
Treatment (X vs C)			18.60	.001	
Teacher (1,2,3)			2.30	ns	
Interaction			5.95	.004	
	Freewrite	W/Clause			
Treatment (X vs C)			.16	ns	
Teacher (1,2,3)			.70	ns	
Interaction			.97	ns	
		Cl/T-unit			A
Treatment (X vs C)			11.48	.001	
Teacher (1,2,3)			.46	ns	
Interaction			3.56	.03	
		W/T-unit			
Treatment (X vs C)			10.24	.002	
Teacher (1,2,3)			.82	ns	
Interaction			3.68	.03	

Table 23. Interaction for French Section and Teacher on Compositions

Source	Test	Dependent Variable	F Value	Level of Significance	Interaction Pattern
	Composition	W/Clause			
Treatment (X vs C)			6.02	.02	
Teacher (1,2,3)			.06	ns	
Interaction			1.57	ns	
		Cl/T-unit			A
Treatment (X vs C)			12.51	.001	
Teacher (1,2,3)			.13	ns	
Interaction			4.62	.01	
		W/T-unit			
Treatment (X vs C)			18.99	.001	
Teacher (1,2,3)			.17	ns	
Interaction			2.78	ns	

Figure 4 is illustrative of these interactions which all follow pattern A. The treatment effect is significant at the .001 level; differences among the three teachers are not significant. Interaction is due to either the superior performance of the first teacher's experimental class, as can be seen by the greater slope of the solid line in the figure, or viewed, another way, to the relatively mediocre performance of the second and third teachers' experimental classes.

German Classes

Tables 24 and 25 present the results of the first German teacher's classes (teacher 4 in the experiment as a whole). On all measures of the dependent variables the experimental class is better than the control class.

Pattern A:

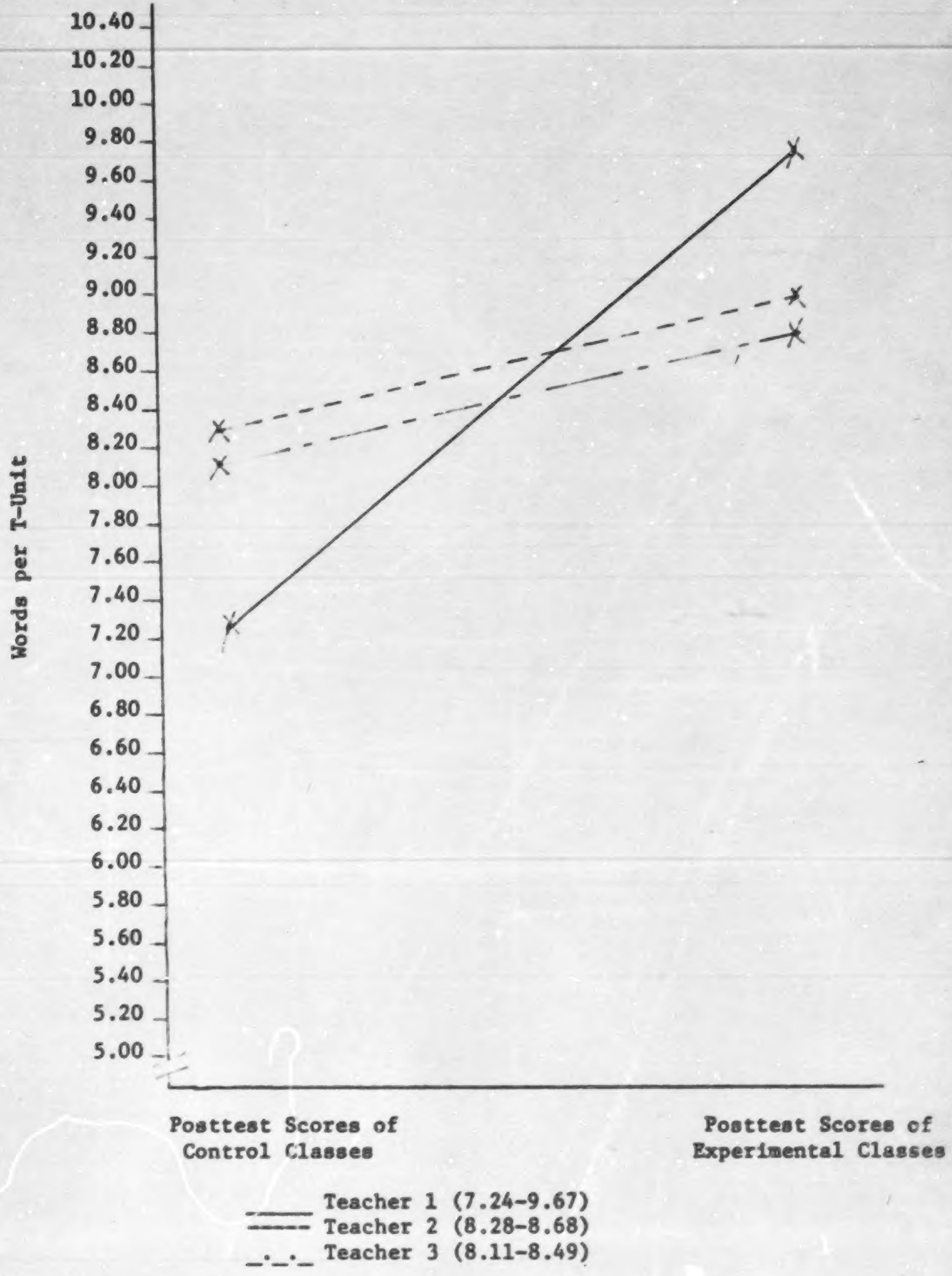

Figure 4. Words per T-unit Scores of Teachers 1,2, and 3 on Rewrite Test in French Section

Table 24. Results of German Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 4

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pretest as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=13)	6.05	6.29	.24	6.32	.72	ns
	C(N=20)	6.22	6.14	- .08	6.12		
Cl/T-unit	X	1.22	1.52	.30	1.51	9.80	.004
	C	1.19	1.24	.05	1.25		
W/T-unit	X	7.31	9.56	2.25	9.58	13.45	.001
	C	7.38	7.49	.11	7.48		
Freewrite							
W/Clause	X(N=13)	6.23	6.14	- .09	6.15	1.57	ns
	C(N=19)	5.81	5.84	.03	5.83		
Cl/T-unit	X	1.13	1.29	.16	1.26	7.26	.01
	C	1.09	1.09	.00	1.11		
W/T-unit	X	6.93	7.90	.97	7.60	8.58	.006
	C	6.28	6.21	- .07	6.42		

Table 25. Results of German Experimental and Control Classes on Compositions: Teacher 4

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=13)	7.31	7.33	6.08	.02
	C(N=21)	6.59	6.66		
Cl/T-unit	X	1.31	1.33	14.53	.001
	C	1.12	1.14		
W/T-unit	X	9.63	9.79	15.84	.001
	C	7.44	7.57		

ANCOVA reflects this in seven significant F values with probability levels ranging from .02 to .001; the F values for the words per clause variable on the rewrite and freewrite tests are the only ones not showing significance. In the next two tables (26 and 27) results for the second German teacher are indicated. Here, the findings also favor the experimental class, as corroborated by the significant F ratios of their higher scores.

The experimental students of the third German teacher also achieved superior results on the syntactic maturity measures. Eight of nine F' are significant. (Words per clause on the rewrite test is the only exception.)

Interaction of Treatment and Teacher for German

No significant interactions appear in Tables 30 and 31, for there is an almost perfect homogeneity of treatment across teachers.

Table 26. Results of German Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 5

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Signifi-cance of F
Rewrite							
W/Clause	X(N=19)	6.17	7.33	1.16	7.34	1.71	ns
	C(N=7)	6.19	6.57	.38	6.57		
Cl/T-unit	X	1.24	1.61	.37	1.61	12.48	.002
	C	1.39	1.25	- .14	1.23		
W/T-unit	X	7.65	11.79	4.14	11.90	9.60	.005
	C	8.71	8.09	- .62	7.78		
Freewrite							
W/Clause	X(N=18)	6.28	6.70	.42	6.70	.03	ns
	C(N=7)	6.16	6.63	.47	6.63		
Cl/T-unit	X	1.17	1.42	.25	1.42	18.29	.001
	C	1.19	1.13	- .06	1.13		
W/T-unit	X	7.35	9.47	2.12	9.47	10.52	.004
	C	7.27	7.57	.30	7.57		

Table 27. Results of German Experimental and Control Classes on Compositions: Teacher 5

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=19)	8.52	8.51	4.90	.04
	C(N=7)	7.58	7.59		
Cl/T-unit	X	1.35	1.35	18.33	.001
	C	1.11	1.13		
W/T-unit	X	11.49	11.43	19.70	.001
	C	8.46	8.61		

Table 28. Results of German Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 6

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-Test as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=21)	6.04	6.57	.53	6.62	.73	ns
	C(N=12)	6.27	6.43	.16	6.34		
Cl/T-unit	X	1.24	1.53	.29	1.52	9.93	.004
	C	1.19	1.18	- .01	1.18		
W/T-unit	X	7.55	10.11	2.56	10.11	6.24	.02
	C	7.48	7.56	.08	7.56		
Freewrite							
W/Clause	X(N=21)	5.72	6.28	.56	6.28	11.92	.002
	C(N=12)	5.49	5.44	- .05	5.46		
Cl/T-unit	X	1.20	1.29	.09	1.28	5.15	.03
	C	1.11	1.12	.01	1.15		
W/T-unit	X	6.82	7.97	1.15	7.93	35.32	.001
	C	6.03	6.00	- .03	6.09		

Table 29. Results of German Experimental and Control Classes on Compositions: Teacher 6

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=21)	7.33	7.33	12.82	.001
	C(N=12)	6.48	6.46		
Cl/T-unit	X	1.28	1.29	6.33	.02
	C	1.16	1.15		
W/T-unit	X	8.41	9.40	24.58	.001
	C	7.42	7.30		

Table 30. Interaction for German Section and Teacher on Rewrite and Freewrite Tests

Source	Test	Dependent Variable	V Value	Level of Significance	Interaction Pattern
	Rewrite	W/Clause			
Treatment (X vs C)			7.05	.009	
Teacher (4,5,6)			4.71	.01	
Interaction			.57	ns	
		Cl/T-unit			
Treatment (X vs C)			36.17	.001	
Teacher (4,5,6)			.42	ns	
Interaction			.43	ns	
		W/T-unit			
Treatment (X vs C)			32.59	.001	
Teacher (4,5,6)			2.63	ns	
Interaction			.91	ns	
	Freewrite	W/Clause			
Treatment (X vs C)			9.87	.002	
Teacher (4,5,6)			5.76	.005	
Interaction			1.89	ns	
		Cl/T-unit			
Treatment (X vs C)			32.25	.001	
Teacher (4,5,6)			2.78	ns	
Interaction			2.30	ns	
		W/T-unit			
Treatment (X vs C)			57.60	.001	
Teacher (4,5,6)			12.46	.001	
Interaction			.19	ns	

Table 31. Interaction for German Section and Teacher on Compositions

Source	Test	Dependent Variable	F Value	Level of Significance	Interaction Pattern
	Composition	W/Clause			
Treatment (X vs C)			35.23	.001	
Teacher (4,5,6)			17.93	.001	
Interaction			.17	ns	
		Cl/T-unit			
Treatment (X vs C)			41.44	.001	
Teacher (4,5,6)			.74	ns	
Interaction			.68	ns	
		W/T-unit			
Treatment (X vs C)			74.77	.001	
Teacher (4,5,6)			13.44	.001	
Interaction			.53	ns	

Spanish Classes

The data from the classes of teacher 7 are shown in Tables 32 and 33. Results are quite mixed. The controls are actually better on the rewrite test. ANCOVA adjustment improves the situation somewhat (third column from the right), for experimentals gain an edge over the controls in clauses per T-unit and words per T-unit in the rewrite test. Experimental students perform better on words per clause and words per T-unit in the freewrite test, and with regard to the compositions, the same situations hold true. None of the differences prove to be significant.

The next two tables, 34 and 35, array data for classes of the eighth teacher. Results are very positive, for on all measures of syntactic maturity students in the experimental class score higher.

Table 32. Results of Spanish Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 7

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Signifi-cance of F
Rewrite							
W/Clause	X(N=11)	6.00	6.02	.02	5.99	.06	ns
	C(N=14)	5.93	6.05	.12	6.06		
Cl/T-unit	X	1.17	1.27	.10	1.38	.24	ns
	C	1.33	1.42	.09	1.33		
W/T-unit	X	7.00	7.64	.64	8.35	.07	ns
	C	7.93	8.72	.79	8.16		
Freewrite							
W/Clause	X(N=11)	7.15	7.75	.60	7.67	1.47	ns
	C(N=14)	6.93	7.07	.14	7.13		
Cl/T-unit	X	1.15	1.19	.04	1.22	.02	ns
	C	1.31	1.25	- .06	1.22		
W/T-unit	X	8.10	9.14	1.04	9.37	1.00	ns
	C	8.98	8.94	- .04	8.76		

Table 33. Results of Spanish Experimental and Control Classes on Compositions: Teacher 7

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=11)	8.43	8.35	.80	ns
	C(N=14)	7.75	7.85		
Cl/T-unit	X	1.27	1.29	.34	ns
	C	1.32	1.34		
W/T-unit	X	10.61	10.70	.03	ns
	C	10.31	10.54		

Table 34. Results of Spanish Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 8

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pretest as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=12)	5.98	6.24	.26	6.21	3.50	ns
	C(N=20)	5.91	5.86	- .05	5.87		
Cl/T-unit	X	1.15	1.38	.23	1.40	2.65	ns
	C	1.20	1.30	.10	1.29		
W/T-unit	X	6.93	8.66	1.73	8.76	8.06	.008
	C	7.10	7.55	.45	7.50		
Freewrite							
W/Clause	X(N=13)	7.05	7.14	.09	7.10	.09	ns
	C(N=20)	6.67	6.98	.31	7.00		
Cl/T-unit	X	1.09	1.27	.18	1.31	10.35	.003
	C	1.19	1.17	- .02	1.14		
W/T-unit	X	7.58	9.05	1.47	9.09	4.49	.04
	C	7.91	8.14	.23	8.11		

Table 35. Results of Spanish Experimental and Control Classes on Compositions: Teacher 8

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=13)	8.06	8.05	1.02	ns
	C(N=19)	7.75	7.74		
Cl/T-unit	X	1.40	1.40	10.46	.003
	C	1.21	1.21		
W/T-unit	X	11.32	11.30	9.07	.005
	C	9.36	9.38		

With regard to five variables, differences are great enough to be significant at levels ranging from .04 to .003.

Findings from the classes of teacher 9 are shown below in Tables 36 and 37. Results here are clearly in favor of the experimentals. Their higher scores are significant at the .004, .003, and .001 levels.

Interaction of Treatment and Teacher for Spanish

Tables 38 and 39 reveal six interactions: there are two in each test. Figures 5 and 6 are illustrative. In Figure 5 all F values are significant; the interaction is apparent from the intersections of the lines. In Figure 6 treatment is significant, and intersections are quite evident. In both figures it is also clear that the interactions are mainly due to the experimental class of the first teacher failing to score higher.

Table 36. Results of Spanish Experimental and Control Classes on Rewrite and Freewrite Tests: Teacher 9

Test and Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for Ancova with Pre-test as Covariate	Level of Significance of F
Rewrite							
W/Clause	X(N=22)	6.17	6.83	.66	6.83	9.22	.004
	C(N=22)	6.14	6.10	- .04	6.10		
Cl/T-unit	X	1.15	1.66	.51	1.67	23.03	.001
	C	1.18	1.30	.12	1.30		
W/T-unit	X	7.13	11.22	4.09	11.24	25.74	.001
	C	7.29	7.93	.64	7.89		
Freewrite							
W/Clause	X(N=22)	7.23	7.58	.35	7.55	3.05	ns
	C(N=22)	7.04	6.97	- .07	6.99		
Cl/T-unit	X	1.13	1.42	.29	1.42	18.86	.001
	C	1.12	1.14	.01	1.14		
W/T-unit	X	8.17	10.61	2.44	10.56	27.37	.001
	C	7.96	7.93	- .03	7.98		

Table 37. Results of Spanish Experimental and Control Classes on Compositions: Teacher 9

Test and Variable	Group	Posttest Score	Adjusted Posttest	F for ANOVA with GPA as Covariate	Level of Significance of F
Compositions					
W/Clause	X(N=25)	9.44	9.46	9.90	.003
	C(N=22)	7.71	7.69		
Cl/T-unit	X	1.37	1.38	15.12	.001
	C	1.13	1.13		
W/T-unit	X	12.71	12.88	29.38	.001
	C	8.79	8.74		

Table 38. Interaction for Spanish Section and Teacher on Rewrite and Freewrite Tests

Source	Test	Dependent Variable	$\underline{F}$ Value	Level of Significance	Interaction Pattern
	Rewrite	W/Clause			
Treatment (X vs C)			11.07	.001	
Teacher (7,8,9)			2.77	ns	
Interaction			2.64	ns	
		Cl/T-unit			B
Treatment (X vs C)			21.72	.001	
Teacher (7,8,9)			6.92	.002	
Interaction			6.29	.003	
		W/T-unit			B
Treatment (X vs C)			28.88	.001	
Teacher (7,8,9)			6.70	.002	
Interaction			8.13	.001	
	Freewrite	W/Clause			
Treatment (X vs C)			3.82	.05	
Teacher (7,8,9)			.39	ns	
Interaction			.75	ns	
		Cl/T-unit			
Treatment (X vs C)			23.82	.001	A
Teacher (7,8,9)			2.23	ns	
Interaction			4.52	.01	
		W/T-unit			
Treatment (X vs C)			32.07	.001	A
Teacher (7,8,9)			1.09	ns	
Interaction			4.38	.02	

Table 39. Interaction for Spanish Section and Teacher on Compositions

Source	Test	Dependent Variable	F Value	Level of Significance	Interaction Pattern
	Composition	W/Clause			
Treatment (X vs C)			15.06	.001	
Teacher (7,8,9)			1.99	ns	
Interaction			2.54	ns	
		Cl/T-unit			A
Treatment (X vs C)			16.61	.001	
Teacher (7,8,9)			1.07	ns	
Interaction			4.52	.01	
		W/T-unit			A
Treatment (X vs C)			33.88	.001	
Teacher (7,8,9)			.49	ns	
Interaction			5.62	.01	

Pattern B:

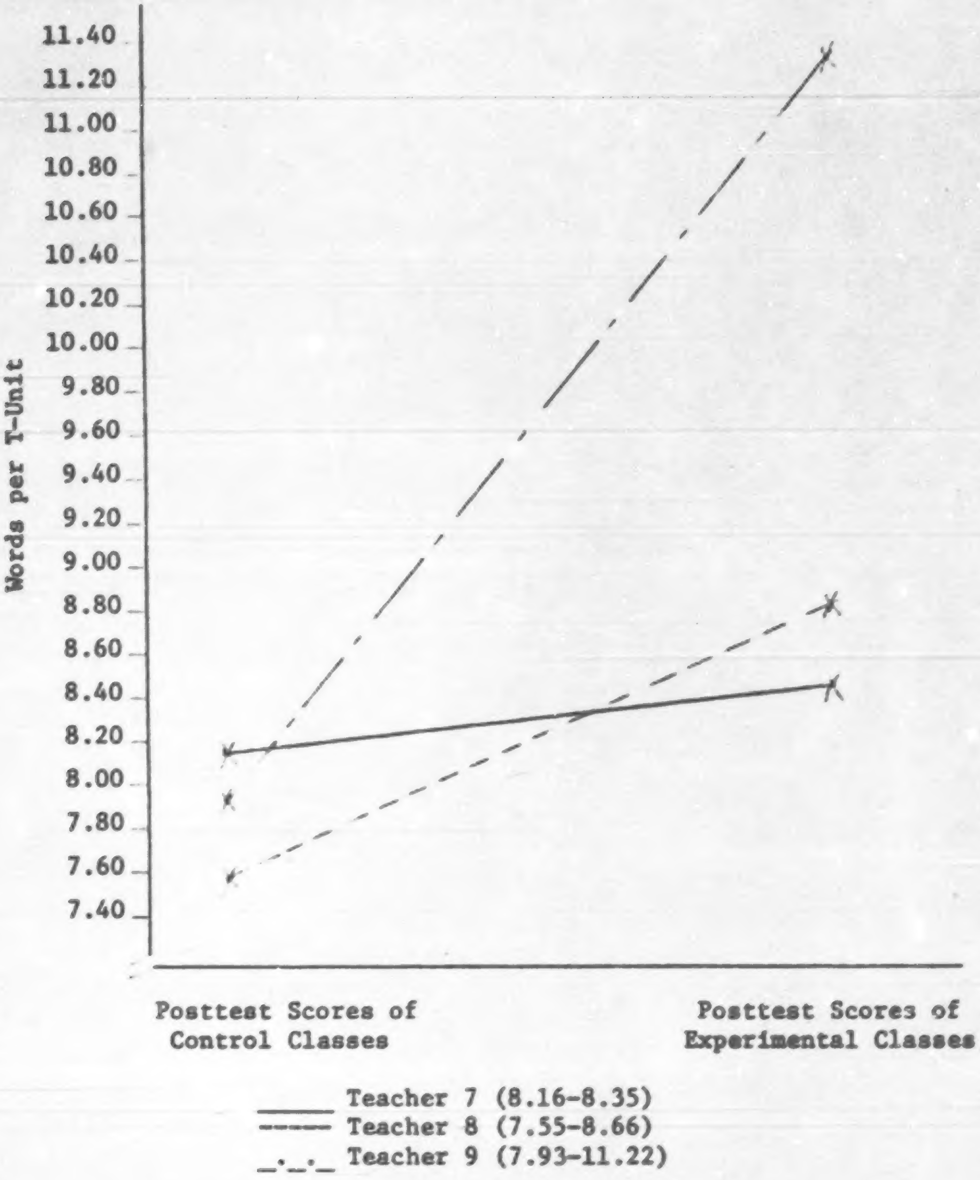

Figure 5. Words per T-Unit Scores of Teachers 7, 8, and 9 on Rewrite Test in Spanish Section

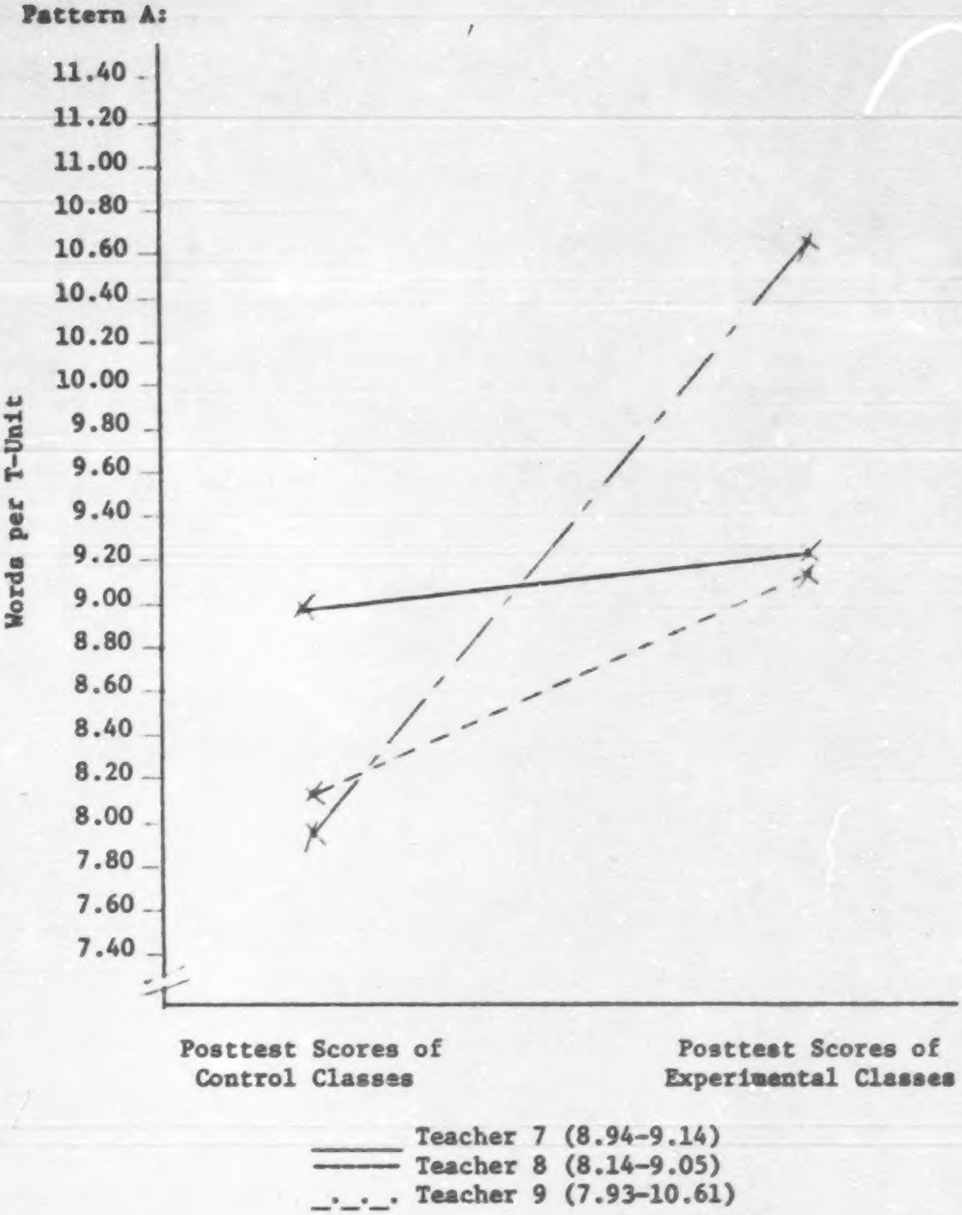

Figure 6. Words per T-Unit Scores of Teachers 7,8, and 9 on Freewrite Test in Spanish Section

Summary of Results of Writing Tests

Table 40 pulls together the results of analysis of covariance for the writing tests. Conclusions are listed below.

1. The F values for combined groups unequivocally show that sentence-combining practice was highly successful.

2. When language sections are analyzed separately, there are clearcut differences between the experimental and control students. These differences are definitely in favor of the experimental students, for in all but two cases their superior scores on syntactic maturity measures are highly significant.

3. When the classes of individual teachers are compared, the experimental classes are predominately better. Only two classes are weak with respect to the effect of sentence-combining practice: the second and seventh teachers' classes.

4. Even though there are some cases of interaction between treatment and languages, and treatment and teachers, these should be viewed against the background of significant F values for treatment. The interactions that do occur are probably due to the second and seventh teachers' classes where sentence-combining practice failed to have the effect it did in other individual classes.

On the basis of these findings the first null hypothesis, which stated that there would be no significant differences between the experimental and control groups, can be rejected.

Table 40. Summary Table for Analysis of Writing Tests

	Total Group	Language Section			French Teachers			German Teachers			Spanish Teachers		
		Fr.	Ger.	Sp.	1	2	3	4	5	6	7	8	9
Rewrite													
W/Clause	.001	.001*	.009	.001	.001	.04	ns	ns	ns	ns	ns	ns	.004
Cl/T-unit	.001*	ns	.001	.001*	.004	ns	ns	.004	.002	.004	ns	ns	.001
W/T-unit	.001*	.001*	.001	.001*	.001	ns	.07	.001	.005	.02	ns	.008	.001
Freewrite													
W/Clause	.03	ns	.002	.05	ns	ns	ns	ns	ns	.002	ns	ns	ns
Cl/T-unit	.001	.001*	.001	.001*	.003	ns	ns	.01	.001	.03	ns	.003	.001
W/T-unit	.001	.002*	.001	.001*	.003	ns	.10	.006	.004	.001	ns	.04	.001
Compositions													
W/Clause	.001	.02	.001	.001	ns	ns	.003	.02	.04	.001	ns	ns	.003
Cl/T-unit	.001	.001*	.001	.001*	.001	ns	ns	.001	.001	.02	ns	.003	.001
W/T-unit	.001*	.001	.001	.001*	.001	ns	.002	.001	.001	.001	ns	.005	.001

*An asterisk in the Total Group column indicates significant interaction for effects of treatment and language, and one in the French, German, and Spanish columns under Language Section indicates significant interaction for treatment and teacher.

Table 40 also highlights three secondary findings of interest. One has to do with the question of which index is the best measure of syntactic maturity. Words per clause seems to be the answer, for the results show that in this experiment it has the most power to discriminate between groups. On all three tests it is more successful in detecting the effect of sentence-combining practice. Another observation is that experimental students seem to have performed best on the compositions than on the rewrite and freewrite tests which would indicate that the effect of sentence-combining practice is, perhaps, best reflected in this kind of writing exercise. Finally, a rank ordering of language sections would show that the treatment was most effective among the German students. The Spanish group is second, followed by the French section.

Speaking Test

In addition to the three measures of syntactic maturity used for the writing tests, three new measures are employed to analyze the speech samples. They are total number of words per sample, number of mazes, and average number of words per maze.

In the interest of parsimony only the findings for combined groups and separate languages will be discussed.

Total Groups and Languages

Table 41 arrays the results of the speaking test for combined groups. The experimental students' scores are higher on the first four measures. The reverse is true regarding mazes and words per maze. Experimentals had fewer incomprehensible words and phrases in their speech samples, and the mazes that they did produce were shorter.

Table 41. Results of Combined Experimental and Combined Control Groups on the Speaking Test

Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
W/Clause	X(N=158)	6.49	6.84	.36	6.90	8.95	.003
	C(N=151)	6.66	6.60	- .06	6.55		
Cl/T-unit	X	1.05	1.15	.10	1.15	19.02	.001
	C	1.05	1.08	.03	1.09		
W/T-unit	X	6.82	7.82	1.00	7.88	29.69	.001
	C	7.00	7.13	.13	7.06		
Total Words	X	101.95	119.91	17.96	119.84	7.92	.005
	C	101.91	110.64	8.73	110.71		
Mazes	X	2.09	1.40	- .69	1.50	9.67	.002
	C	2.64	2.40	- .24	2.29		
W/Maze	X	1.80	1.37	- .43	1.40	2.65	.10
	C	2.24	1.74	- .50	1.71		

F values reflect these differences, for all but words per maze are significant within the designated level of .05. Adjusted scores pretty much match the actual posttest scores.

Tables 42, 43, and 44 present the data for separate language sections. On the measures of words per clause, clauses per T-unit, words per T-unit, and total words per sample, the French Experimental students (Table 42) score higher than the controls, and these differences with the exception of words per clause are significant at the .01 level. On mazes and words per maze, French controls score higher with levels of significance of .03 and .007.

Table 42. Results of French Section on the Speaking Test

Variable	Crop	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
W/Clause	X(N=63)	6.26	6.41	.15	6.48	.28	ns
	C(N=59)	6.57	6.46	- .11	6.39		
Cl/T-unit	X	1.06	1.15	.09	1.15	6.30	.01
	C	1.06	1.09	.03	1.09		
W/T-unit	X	6.64	7.35	.71	7.43	6.82	.01
	C	6.97	7.06	.09	7.21		
Total Words	X	111.52	129.56	18.04	128.50	6.56	.01
	C	108.32	113.80	5.48	114.92		
Mazes	X	1.43	.98	- .45	1.21	4.51	.03
	C	2.54	2.07	- .47	1.83		
W/Maze	X	1.22	.72	- .50	.77	7.51	.007
	C	2.23	1.59	- .64	1.54		

Table 43. Results of German Section on the Speaking Test

Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pretest as Covariate	Level of Significance of F
W/Clause	X(N=49)	6.35	6.97	.62	6.85	8.90	.004
	C(N=39)	6.28	6.24	- .04	5.37		
Cl/T-unit	X	1.02	1.10	.08	1.10	7.68	.007
	C	1.02	1.05	.03	1.05		
W/T-unit	X	6.47	7.69	1.22	7.56	16.77	.001
	C	6.42	6.51	.09	6.66		
Total Words	X	92.84	111.45	19.05	115.51	.35	ns
	C	105.21	116.41	11.20	111.32		
Mazes	X	3.55	2.16	- 1.39	2.37	10.42	.002
	C	4.72	4.79	.07	4.54		
W/Maze	X	1.92	1.78	.14	1.92	.74	ns
	C	2.19	2.10	- .09	2.16		

Table 44. Results of Spanish Section on the Speaking Test

Variable	Group	Pretest Score	Posttest Score	Gain Score	Adjusted Posttest	F for ANCOVA with Pre-test as Covariate	Level of Significance of F
W/Clause	X(N=46)	6.96	7.34	.38	7.32	2.20	ns
	C(N=53)	7.04	7.01	- .03	7.02		
Cl/T-unit	X	1.07	1.20	.13	1.19	8.15	.005
	C	1.06	1.10	.04	1.10		
W/T-unit	X	7.44	8.62	1.18	8.59	9.35	.003
	C	7.47	7.66	.19	7.69		
Total	X	98.54	115.72	17.18	114.41	5.01	.03
	C	92.34	102.87	10.53	104.00		
Mazes	X	1.43	1.15	- .28	1.19	.06	ns
	C	1.21	1.02	- 1.02	.99		
W/Maze	X	2.47	1.84	- .63	1.91	.21	ns
	C	2.28	1.65	- .63	1.74		

The same general trends are apparent with respect to the German students (Table 43), and only on the total words and words per maze measures are differences not significant. In the Spanish section (Table 44) experimentals score higher on the first four measures with significance attained on clauses per T-unit, words per T-unit, and total words. Spanish experimentals, however, have higher posttest scores on mazes and words per maze.

Interaction of Treatment and Language

Table 45 shows that only on the mazes index is there significant interaction between treatment and language, and Figure 7 illustrates the interaction on this variable.

Table 45. Interaction for Total Groups and Languages on the Speaking Test

Source	Dependent Variable	F Value	Level of Significance
	W/Clause		
Group (Treatment)		8.95	.003
Language		5.60	.004
Interaction		2.27	ns
	Cl/T-unit		
Group (Treatment)		19.02	.001
Language		3.82	.02
Interaction		.61	ns
	W/T-unit		
Group (Treatment)		29.69	.001
Language		5.17	.006
Interaction		1.90	ns
	Total Words		
Group (Treatment)		7.92	.005
Language		.18	ns
Interaction		.75	ns
	Mazes		
Group (Treatment)		9.67	.002
Language		5.48	.005
Interaction		6.73	.002
	W/Maze		
Group (Treatment)		2.65	.10
Language		5.90	.003
Interaction		2.14	ns

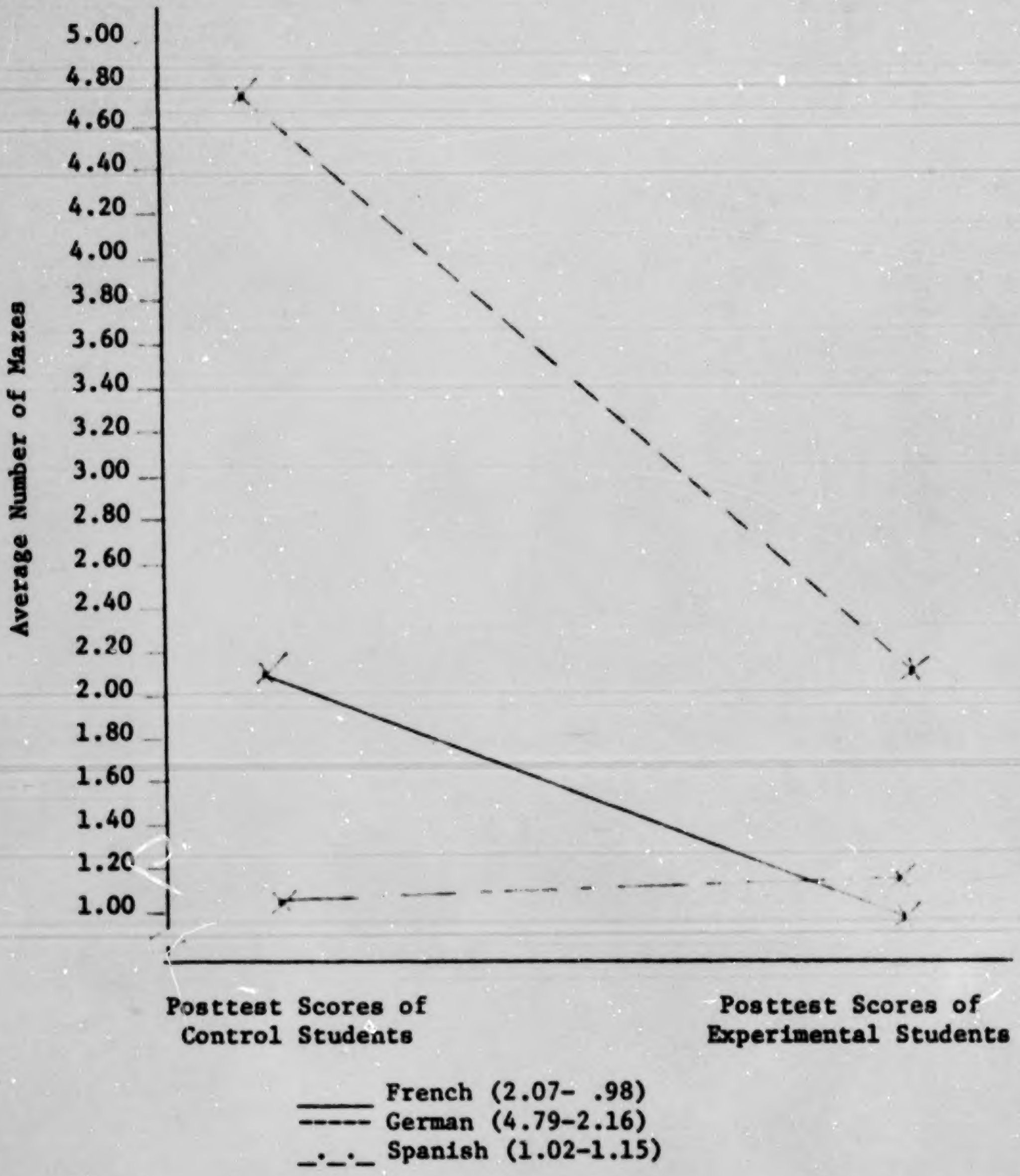

Figure 7. Interaction on Average Number of Mazes for Total Groups and Language on Speaking Test

The F for treatment is significant, for control students had more incomprehensible words and phrases in their speech sample. Language differences are also significant, and the German line shows this by being so far above the other two in the figure. Interaction here is probably due to the fact that the Spanish experimentals had more mazes, and their line, thus, rises and intersects the French one.

Summary of Speaking Test Results

Conclusions drawn from Table 41 are listed below.

Table 46. Summary Table for Analysis of Speaking Test

Dependent Variable	Total Group	Language Section		
		French	German	Spanish
W/Clause	.003	ns	ns	.004
Cl/T-unit	.001	.005	.01	.007
W/T-unit	.001	.003	.01	.001
Total Words	.005	.03	.01	ns
Mazes	.002*	ns	.03	.002
W/Maze	.10	ns	.007	ns

*An asterisk indicates significant interaction for joint effects of treatment and language.

1. When experimental groups are combined, their posttest scores are significantly higher on words per clause, clauses per T-unit, and words per T-unit.

2. In the case of separate language sections, experimental groups also perform better on the first three measures. French and German students, however, do not achieve significantly higher scores on words per clause.

3. The remaining three measures--total words, average number of mazes, and words per maze--discriminate between experimental and control groups, although not as clearly, and they are more successful when groups are combined (column 1 in Table 46.)

4. As was true in the analysis of the writing tests, words per clause appears to be the best measure for discriminating between groups.

5. Again, the German experimental students perform the best. French students are second, and Spanish third.

6. There is only one instance of significant interaction--average number of mazes for total groups. Results across languages are, thus, very constant.

These findings lead to rejection of the second null hypothesis, for there are significant differences between the experimental and control groups on the indices used to measure syntactic maturity in the speech samples. Furthermore, it does seem that as intermediate foreign language students acquire facility in using more complex syntactic patterns in writing, they are able to speak in a more complex fashion.

A final question at this point has to do with the generalizability of the findings. Every effort was made to control the variables that could have biased the outcome of the experiment. In addition to giving each teacher an experimental and control class and in addition to random assignment of experimental classes, a factorial design was followed to check for consistency of treatment across levels of language and teacher. And although there were some instances of interaction, they were always accompanied by significance in effect of treatment. Analysis of covariance showed that in the case of combined groups and langages taken separately, initial differences between experimental and control groups were slight, since adjusted posttest scores varied little from actual scores. This offers support for the claim that this experiment sample exhibits characteristics of a true random sample. Since the experimental students performed better regardless of whether they were analyzed by totals, by languages, or by classes, one would also expect such positive results from sentence-combining practice with intermediate foreign language students from a similar population.

CHAPTER IV

DISCUSSION AND CONCLUSION

A major concern of the first part of this chapter will be the relationship between the rather impersonal numbers from quantitative analysis and the humanistic activity of writing.

As was demonstrated in Chapter I, a T-unit, which is one main clause plus any attached subordinate clauses, can be lengthened in either or both of two ways: 1) subclausal structures can be added and 2) the number of subordinate clauses can be increased.* These linguistic processes for increasing the syntactic complexity of a T-unit can be demonstrated mathematically, for words per T-unit can also be calculated by multiplying words per clause by clauses per T-unit, if the numbers are not rounded off.**

Excerpts from Writing Tests

Control Paragraph

Heinrich ist Professor und arbeitet an der Universität/. Er wohnt mit Helga, seiner Frau, in München/. Sie is Lehrerin in der Stadt/. Sie haben zwei Kinder/. Ihre Tochter, Inger, ist zehn Jahre alt/, und ihr Sohn, Hans, ist acht Jahre alt/. Sie haben eine kleine, schöne Wohnung/. Die Wohnung ist in einem alten Haus, das in der Gartenstraße ist/.

---

*A clause, main or subordinate, is always defined as a syntactic unit with a finite verb. Subclausal structures are constructions such as adjectives, appositives, and prepositional phrases.

**In the control paragraph above, for example, 6.5555 (words per clause) x 1.1250 (clauses per T-unit) = 7.3749 (words per T-unit).

[English: Heinrich is a professor and works at the university/. He lives with Helga, his wife, in Munich/. She is a teacher in the city/. They have two children/. Their daughter, Inge, is ten years old/, and their son, Hans, is eight years old/. They have a small pretty apartment/. The apartment is in an old house that's on Garden Street/.]

For this paragraph scores are:

1. Words per clause = 6.56 (6.5555)

   (Total number of words in paragraph ÷ total number of clauses, both subordinate and main: 59 ÷ 9 = 6.5555)

2. Clauses per T-unit = 1.13 (1.1250)

   (Total number of clauses, both subordinate and main ÷ number of T-units: 9 ÷ 8 = 1.1250)

3. Words per T-unit = 7.37 (7.3749)

   (Unrounded figures for index 1 x index 2: 6.555 x 1.1250 = 7.3749)

Experimental Paragraph

Heinrich, ein Professor, arbeitet an der Universität und wohnt in München mit Helga, seiner Frau, die Lehrerin in der Stadt ist/. Sie haben zwei Kinder, Inge, die zehn Jahre alt ist, und Hans, der acht Jahre alt ist/, und sie haben eine kleine, schöne Wohnung in einem alten Haus in der Gartenstraße/.

[English: Henrich, a professor, works at the university and lives in Munich with Helga, his wife, who is a teacher in the city/. They have two children, Inge, who's ten years old, and Hans, who's eight years old/, and they have a small, pretty apartment in an old house on Garden Street/.]

Here, the scores are:

1. Words per clause = 8.67
2. Clauses per T-unit = 2.00
3. Words per T-unit = 17.33

It is clear from scores on words per T-unit that the second paragraph is more grammatically complex, for length of average T-unit is 17.33 words as opposed to 6.56 words. A comparison of the other two measures enables one to see how the writer of the experimental paragraph produced a more complex passage. First of all, he used more subordinate clauses. His score on this measure is 2.00 clauses per T-unit. That is to say, for every main clause he wrote on the average one subordinate clause.* These have been underlined in the paragraph. In contrast, the writer of the first paragraph has a clauses per T-unit score of 1.13; thus, 13% of the time he used subordination with main clauses. In this passage that amounts to one subordinate clause.

The second writer also scores higher on clauses per T-unit. He has used more subclausal structures, and some of these are listed below.

1. Heinrich, ein Professor (appositive), arbeitet an der Universität und wohnt (coordination of verbs) in München mit Helga, seiner Frau (appositive), ...

2. und sie haben eine kleine, schöne Wohnung (adjectives and also coordinated) in einem alten Haus (prepositional phrase) in der Gartenstraße (prepositional phrase).

---

*Since every T-unit is also a main clause, 1.00 has to be substracted from the clauses per T-unit index to find the proportion of subordinate clauses to main clauses (T-units).

The writer of the first paragraph uses some of these subclausal constructions but not to the extent of the second writer. Since the input sentences were the same for both writers, the only difference is how each chose to combine them. The second writer has used a greater variety of constructions in his effort and by so doing has attained a higher level of grammatical and syntactic complexity. A more subjective judgment would be that this second writer has a more mature, sophisticated style.

Evaluation of Themes

Although this experiment was primarily a quantitative study, the question of how well the students did in terms of style cannot be ignored. And although rating and evaluating all of the writing samples would have constituted by itself a major investigation, it was decided to deal with just a subsample of writing test from the German section.

In the evaluation section of his English investigation, O'Hare used a system of forced choices between matched pairs of compositions. He describes this procedure as follows:

> Members of the control group were listed and numbered in ascending order of IQ for both boys and girls. A similar list was compiled for the experimental group. A subject was randomly chosen for the control group, and a subject of the same sex and approximately equal IQ . . . was chosen from the experimental group to make up a matched pair. Thirty matched pairs of subjects, comprising sixty compositions in all, were secured in this fashion.[1]

A panel of judges was given the pairs of compositions and asked to simply check what they considered to be the best composition in each pair according to specified criteria.

---

[1] O'Hare, Sentence-Combining, pp. 49-50.

A similar procedure was employed in this experiment. Instead of rank order by IQ, however, control and experimental students were listed according to words per T-unit scores on their rewrite pretests. Twenty control students were then chosen at random and matched with experimental students who had equivalent words per T-unit scores. This subsample of twenty students comprised roughly one-fifth of all German students who had taken part in the experiment.

The same two posttest compositions were selected for each student so that the raters could more easily compare the matched compositions.

At the beginning of the evaluation session, criteria, according to which the raters were to judge the compositions, were written on a blackboard and discussed. These criteria plus examples are listed below.

I. Grammatical errors (25% of evaluation).

    A. Wrong inflectional endings

        ich sehe ein Mann

        er kam mit viele_ Geschenke_

    B. Wrong verb forms

        ich habe nach Hause gefahren

        der Junge lauft die Straße entlang

    C. Incorrect noun forms

        er trank viele Flasche_ Wein

    D. Incorrect tense sequence

        gestern ging ich in die Stadt, und ich sehe meinen Freund

E. Wrong idiomatic phrases

in dem Bild sehe ich ...

er gab ein Getränk zu dem Mann

F. Incorrect word order

im Hintergrund man sieht ...

II. Style (75% of evaluation).

A. Sentence structure

(Sentence structure was defined as the level of syntactic complexity used by the writer. Too often a student uses "baby" language to avoid making errors. On the other hand, a student may write far beyond the limits of what he can control mechanically. The raters were instructed to mark high those compositions that were between both extremes.)

B. Organization

(Organization referred to the logic of sequence of sentences and paragraphs.)

C. Imagination

(Instances of humor, personalization of the material, and any arresting ideas that were woven into the themes were to be counted as examples of imagination.)

D. Word choice

(Word choice was defined as stylistic variation--erwiderte instead of always antwortete, for example--or use of an unusual word in place of a more commonplace one.)

The nine raters were instructed to mark an "X" on those themes which they judged to be the better ones according to the above criteria. Their task took about an hour and a half.

Table 47 shows the results of evaluation. From the tallies on the left-hand side of the table it is clear that the raters preferred the themes written by the experimental students, for 145 choices were made in their favor as opposed to 35 for the control students. Or stated another way, 80% of the possible choices were for the experimental group, 20% for the control group. There was also a good deal of consistency among raters in the cases of individual themes: for example, experimental themes were the unanimous choice in pairs 2,3,4,7,8,9,12,15, and 18.

Two of these themes, descriptions of a beach scene, are given below for comparison.

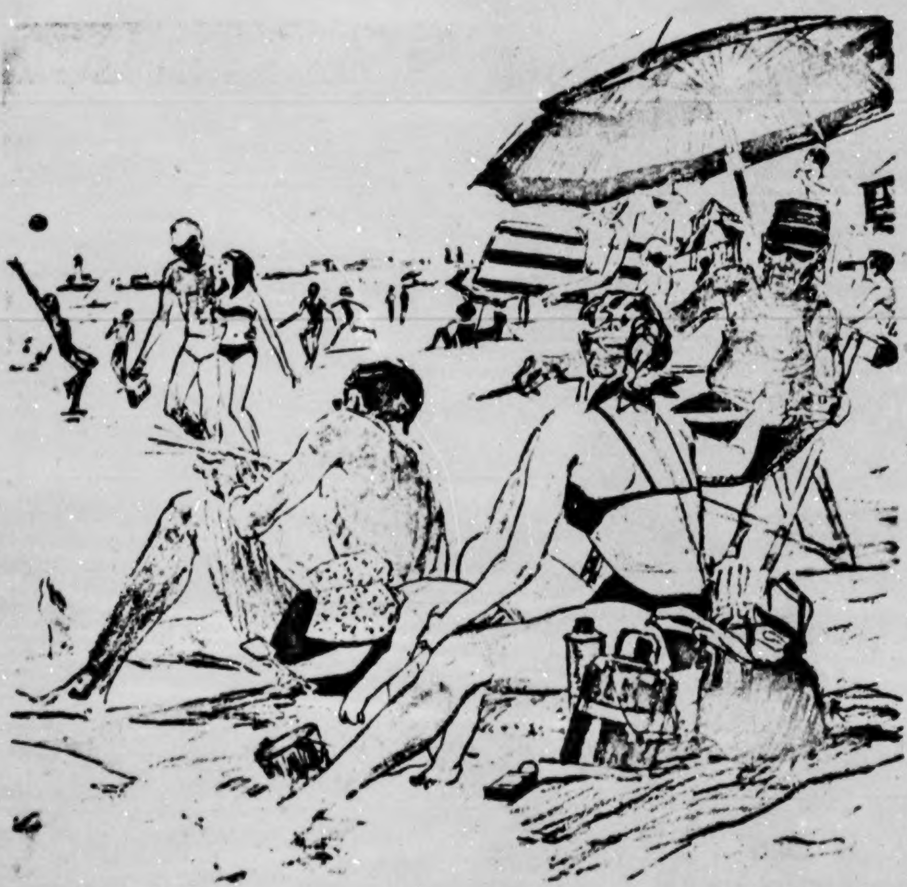

Table 47. Results of Evaluation of Selected German Themes

Theme	Experimental Themes Rater											Control Themes Rater										
Pair	1	2	3	4	5	6	7	8	9			1	2	3	4	5	6	7	8	9		
1	1	1	1		1	1	1	1	1	=	8				1						=	1
2	1	1	1	1	1	1	1	1	1	=	9										=	
3	1	1	1	1	1	1	1	1	1	=	9										=	
4	1	1	1	1	1	1	1	1	1	=	9										=	
5		1	1	1	1		1	1	1	=	7	1					1				=	2
6	1			1		1	1		1	=	5		1	1		1			1		=	4
7	1	1	1	1	1	1	1	1	1	=	9										=	
8	1	1	1	1	1	1	1	1	1	=	9										=	
9	1	1	1	1	1	1	1	1	1	=	9										=	
10	1	1							1	=	3			1	1	1	1	1	1		=	6
11	1	1		1	1	1	1	1	1	=	8			1							=	1
12	1	1	1	1	1	1	1	1	1	=	9										=	
13		1	1	1	1	1	1	1	1	=	8	1									=	1
14	1	1	1	1	1	1		1	1	=	8							1			=	1
15	1	1	1	1	1	1	1	1	1	=	9										=	
16		1		1	1				1	=	4	1		1			1	1	1		=	5
17	1	1			1		1		1	=	5			1	1			1	1		=	4
18	1	1	1	1	1	1	1	1	1	=	9										=	
19			1			1	1			=	3	1	1		1	1		1	1		=	6
20				1	1	1		1	1	=	5	1	1	1				1			=	4
Totals for Group											145											35

Control Example

Im Vordergrund auf dem Bild man sieht eine Familie. Hier sind ein Mann, eine Frau und ein kleine Mädchen. Sie sitzen an die Decke. Der Großvater sitzt im Stuhl unter den Sonnenschirm. Die Frau gibt ihm das Getränk. Der Mann ließt die Zeitung. Das kleine Madchen gräbt im Sand. Sie hat eine schönen Haube. Das Sonnenöl und die Tasche liegt auf der Decke. Es sind viel zu essen und zu trinken in die Tasche. Im Hintergrund des Bild man sieht andere Leute. Die Kinder spielen mit dam Ball. Andere Kinder rennen und sammeln die Muscheln. Eine Liebespaar gehen an eine Spaziergang. Das Mädchen hat ein Bikini. Andere Leute liegen in der Sonne. Diese Leute wollen braun werden oder einen Sonnenbrand bekommen. Alle diesen Leute sind fröhlich und glücklich. Ein Mann mit einem Fernglas sitze ganz recht. Er beobachtet das Segelboot fahren. Er sieht ein andere großen Schiff. Heute das Meer ist klar. Das Wetter ist sonnig und herrlich. Es gibt keine Wolken am Himmel.

[English: In the foreground of the picture one sees a family. Here is a man, a woman, and a little girl. They are sitting on the blanket. The grandfather is sitting in the chair under the umbrella. The woman is giving him the drink. The man is reading the newspaper. The little girl is digging in the sand. She has a pretty bonnet. The suntan oil and bag are on the blanket. There is a lot to eat and drink in the bag. In the background of the picture one sees other people. The children are playing with the ball. Other children are running and collecting sea shells. A couple is taking a walk. The girl has a bikini. Other people are lying in the sun. These people want to get brown or get a suntan. All are happy. A man with binoculars is over to the right. He is watching a sailboat. Today the sea is smooth. The weather is beautiful and sunny. There are no clouds in the sky.]

Experimental Example

Auf dem Bild sieht man viele Leute am Strand. Der Tag ist schön mit einem klaren Himmel, und das Wetter ist heiß. Im Vordergrund sitzen ein Mann, seine Frau, und ihrer Tochter auf einer Decke. Der Großvater sitzt unter einem Sonnenschirm hinter der Familie, damit er keinen Sonnenbrand bekommen wird. Die Frau hält das kleine Mädchen, das im Sand gräbt und gibt dem alten Mann ein Getränk. Ihr Mann liegt auf der Seite und liest eine Zeitung oder sieht andere Mädchen, die Bikinis tragen, an. Wenn er dies tut, ist er dumm, weil seine Frau sehr gut aussieht. Die Familie hat Sachen zu essen und zu trinken, Sonnenöl, und viele andere Dinge für einen Tag am Strand mitgebracht.

Im Hintergrund von dem Bild sieht man mehrere Leute am Strand Spazieren. Merkende niemand aber einander geht ein Liebespaar den Strand entlang. Ganz rechts sitzt ein Mann, der die Schiffe auf dem Meer mit einem Fernglas beobachtet. Ein Mädchen rennt zum Meer um schwimmen zu gehen. Auch im Hintergrund sieht man einige Menschen schon in Wasser. Obwohl viele Muscheln im Sand liegen, sammelt sie niemand. Die Leute liegen nur in der Sonne oder unter Sonnenschirmen, wenn sie nicht schwimmen gehen. Am Ufer sind viele Gebäude, die vielleicht Hotels, Geschäfte, und Restaurants sind. Am Ende des Strandes steht ein Leuchtturm, der höher als die anderen Gebäude ist.

[English: In the picture one sees many people on the beach. The day is beautiful with a clear sky, and the weather is hot. In the foreground a man, his wife, and daughter are sitting on a blanket. The grandfather is sitting under an umbrella behind the family so that he won't get a sunburn. The woman is holding the little girl who's digging in the sand, and she's also giving the old man a drink. Her husband is

lying on his side and reading a newspaper, or perhaps he's looking at other girls wearing bikinis. If he's doing this, he's stupid, because his wife looks very good herself! The family has brought things to eat and drink, suntan oil, and many other things for a day at the beach. In the background of the picture one sees more people walking along the shore. A couple in love, noticing no one but themselves, is walking along the shore. Over to the right a man is watching ships on the water through binoculars. A girl is running to the water to go swimming. Also in the background one sees several people already in the water. Although seashells are lying in the sand, no one is collecting them. The people are just lying in the sun or under umbrellas. On the shore are many buildings that are perhaps hotels, shops, or restaurants. At the end of the beach is a lighthouse that's higher than the rest of the buildings.)

Speech and Writing

One of the findings of this study was that increased facility in writing was also accompanied by more mature syntax in speech. The examples below show this relationship.

Control Example

Ein Mann und eine Frau sind im Vordergrund/. Sie bekommen die Erfrischungen/. Die Frau hat ein Getränk/. Der Mann bekommt ein belegtes Brot aus dem Tablett/... ... In der Mitte sitzt zwei Leute am Tisch/... ... Sie sind lustig und laut/. Die Kapelle spielen im Hintergrund/, und die Leute tanzen/... ... Der Sänger singt sehr gut/, und ein Mann spielt die Trommel/. Die Leute tanzen bis spät in die Nacht/.

[English: A man and woman are in the foreground/. They are getting refreshments/. The man is getting a sandwich from the tray/. In the middle two people are sitting at a table/. They are loud and merry/. The band is playing in the background/, and the people are dancing/. The singer sings very well/, and a man is playing a drum/. The people dance late into the night.]

Scores from above sample	Scores from representative writing sample of same student
Words per clause = 6.09	6.60
Clauses/T-unit = 0.00	1.54
Words/T-unit = 6.09	10.15
Total words = 67	

Experimental Example

Im Vordergrund sieht man ein Liebespaar, das ... ... vor dem Tische stand/. Auf dem Tisch ist zu viel zu trinken und essen/. Die Frau hat ein Glas in Hand/. Vielleicht das ist Apfelsaft zu trinken/. Der Mann hat das belegte Brot im Hand/. Auf dem Tisch ist das Tablett mit belegten Brot darauf/, und links daneben ist etwas zu trinken/. Die junge Frau ist lachend/. In der Mitte sieht man ein andere Mädchen, das ... ... lachend ist/. Sie sitzt auf dem Tisch mit andere Leute/. Alle Leute amüsieren sich/ und es ist laut und lustig am Tanzabend/. Im Hintergrund sieht man die Kapelle, die die Rockmusik spielt am Podium/. Man sieht die Trommel, der Sänger, undsoweiter/. Der Sänger ist toll/, aber die Kapelle ist laut und gut/. Sie werden bis spät in die Nacht spielen/. Auch in der Mitte sieht man viele Leute, die tanzen/.

[English: In the foreground one sees a couple in love standing in front of a table/. There's a lot to eat and drink on the table/. The woman has a glass in her hand/. Perhaps it's apple juice to drink/. The man has a sandwich in his hand/. On the table is a tray with sandwiches/, and to the left is something to drink/. The young woman is laughing/. In the middle one sees another girl who's also laughing/. She's sitting at the table with other people/. Everyone is having a good time/, and it's loud and merry during the dance/. In the background one sees a band that's playing rock music on a stage/. In the background one sees a drummer, a singer, etc/. The singer is cool, but the band is loud and good/. They will play late into the evening/. Also in the middle one sees many people dancing/.]

As can be seen from the above examples, scores for both the speech and writing samples are greater for the experimental student and point to parallel development in these two skills. As was the case with writing alone, the language of the experimental student is better. He says more and expresses himself with more sophistication.

In addition to words per clause, clauses per T-unit, and words per T-unit it was necessary to employ three other measures of analysis because of the ethereal quality of speech. Almost all people hesitate, weigh their words, make false starts and begin again when talking. This is especially true in a foreign language. First of all, it seemed like a good idea to take into account the total number of words, for loquaciousness in a foreign language is certainly one indication of facility. (The experimental student in the above sample, for instance, said more than twice as much as the control student.) The other two new measures were number of mazes and words per maze. They were used to account for incomprehensivle words and phrases and for sentence fragments.

While words per clause, clauses per T-unit, and words per T-unit exhibited high degrees of discriminatory power, the three new measures were not as successful. Poorer students often would increase their scores on total number of words by producing an excessively high number of sentence fragments. Thus, their T-unit scores would be higher than warranted. On the other hand, many articulate students would also have a large number of mazes, even though their false starts and sentence fragments represented attempts to correct themselves.

Below is an example of this self-correcting factor at work.

Experimental Sample

In dem Vordergrund sind zwei Menschen: ein Mann und seine Freudin, vielleicht seine Frau/. Sie ist lachend über etwas/. Er... ... die beiden sind jung/. Er ißt der, das belegte Brot von das Getränk, von dem Getränk... von dem Tablett/. Sie trinkt ein Getrank, getränk/. In der Mitte sind viele mehr Leute/. Sie tanzen oder sitzen am Tisch/... ... Alle amüsieren sich/... ... Das Mädchen gefällt, dem Mädchen gefällt die Rockmusik/.

[English: In the foreground are two people: a man and his girlfriend, perhaps his wife. She is laughing about something. He ... ... both are young. He is eating the the — gender change — from the tray. She is having a drink — wrong pronunciation — a drink. In the middle are many more people. They are dancing or sitting at the table. All are having a good time. The girl--wrong case — the girl likes the rock music.]

Scores on Measures

Words per clause = 7.56

Clauses per T-unit = 1.00

Words per T-unit = 7.56

Total number of words = 68

Total number of mazes = 5

Words per maze = 2.4 (12 ÷ 5)

On the first three measures the student's scores are quite good. The scores on mazes, however, are also rather high, even though they illustrate an advanced strategy for correcting mistakes on the spot. It might be that this kind of presence of mind is as good an indicator of speaking facility as high scores on the first three measures.

The positive correlation between speaking and writing development is an important finding of this investigation. There are, of course, fundamental differences between the two skills such as the fact that speech is instantaneous as opposed to the more deliberate process of writing. In writing there is also a lack of immediate feedback from the social environment. Nevertheless, the similarities are just as striking. Both are productive skills involving the process of going from thought to language by means of syntax and vocabulary. Perhaps, because of the productive aspect of speaking and writing, the experimental students made gains in mastery of both, for sentence-combining did give students guided and systematic practice in putting information into a linguistic code.

Student Attitude Toward Experiment

At the end of the quarter students participating in this project filled out evaluation questionnaires. Parallel forms for experimental and control classes were designed to sample student opinion about instructional materials, texts used, and amount of writing, speaking practice and reading done during the quarter. The questionnaires also called for suggestions about changing or modifying intermediate language courses in the future.

For the most part student reaction to the treatment in the experimental classes was very positive. Some of the comments are quoted below:

1. [The sentence-combining] handouts were great . . . they were much more helpful and interesting than exercises in the text.
2. These [sentence-combining] handouts were a tremendous help. I learned much through this format.
3. [The paragraphs] were useful in helping me to see and develop an ability to write better sentences.

4. [The paragraphs] were one of the best exercises I ever had in helping to understand word order.

5. The theme writing was the best learning experience for reading, writing, and understanding French that I ever encountered.

6. The theme writing gave me more motivation and involvement with a chance to individualize my own style.

Since the experiment was aimed at teaching writing, the control students also received more writing practice than would normally have been the case in standard third quarter foreign language classes. It is interesting to note in this regard that a large portion of these students were also interested in learning more about writing in their foreign language and deemed such practice "a worthwhile, useful goal."

Conclusion and Suggestions for Further Research

This study pulls together several threads of research in language learning. First of all, it proves that successful methods for studying primary language learning in English are also applicable to analyzing second language acquisition. It proves that sentence-combining as an instructional technique is just as effective for teaching writing to intermediate foreign language students as it has been with native speakers of English. It points out an interesting and intriguing relationship between the ability to use more sophisticated syntax in writing and a similar ability in speech. Finally, the experiment demonstrates that an objective, empirical investigation can contribute to the understanding of a more subjective, humanistic endeavor such as writing and composition.

Some suggestions for continued research follow:

1. The methodology could be expanded, for the sentence-embedding constructions upon which the present materials were based (see

pp. 16-17) represent only a few ways to add information to skeletal sentences. (Additional materials could be written for adverbial phrases such as those of time and place.)

2. It would be interesting to use the techniques developed here in more advanced foreign language classes.
3. Sentence-combining techniques could be applied to teaching English writing to speakers of other languages.
4. It would be fruitful to delve more deeply in the relationship between written and oral language development by experimenting with other measures for analyzing oral language.
5. Sentence-combining, particularly the techniques used in the paragraphs (see pp. 24-27), may offer a new approach for teaching second language reading skills.

APPENDIX

Complete Analysis of Covariance Data for Tables 6-46

ANOCOVA Data for Tables 6-15, Total Groups X Language on Writing Tests

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Rewrite - W/Clause			
Covariates	34.882	1	34.882	62.228 - .001
Main Effects				
Group	18.084	1	18.084	32.262 - .001
Lang	18.998	2	9.499	16.946 - .001
2-way Interactions	.282	2	.141	.252 - .999
Residual	177.133	316	.561	
Total	249.379	322	.774	
	Rewrite - Cl/T-unit			
Covariates	3.949	1	3.949	23.266 - .001
Main Effects				
Group	1.968	1	1.968	11.596 - .001
Lang	.579	2	.289	1.706 - .181
2-way Interactions	1.419	2	.710	4.181 - .016
Residual	53.631	316	.170	
Total	61.546	322	.191	
	Rewrite - W/T-unit			
Covariates	179.600	1	179.600	42.423 - .001
Main Effects				
Group	293.890	1	293.890	69.419 - .001
Lang	18.385	2	9.192	2.171 - .113
2-way Interactions	49.414	2	24.707	5.836 - .003
Residual	1337.803	316	4.234	
Total	1879.092	322	5.836	

Data for Tables 6-15 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of *F*
Freewrite - W/Clause				
Covariates	60.567	1	60.567	72.955 - .001
Main Effects				
Group	3.891	1	3.891	4.687 - .029
Lang	23.685	2	11.843	14.265 - .001
2-way Interactions	2.718	2	1.359	1.637 - .194
Residual	258.189	311	.830	
Total	349.051	317	1.101	
Freewrite - Cl/T-unit				
Covariates	.819	1	.819	22.514 - .001
Main Effects				
Group	2.097	1	2.097	57.668 - .001
Lang	.197	2	.099	2.710 - .066
2-way Interactions	.082	2	.041	1.131 - .324
Residual	11.310	311	.036	
Total	14.505	317	.046	
Freewrite - W/T-unit				
Covariates	177.723	1	177.723	73.807 - .001
Main Effects				
Group	150.328	1	150.328	62.430 - .001
Lang	40.438	2	20.219	8.397 - .001
2-way Interactions	9.616	2	4.808	1.997 - .135
Residual	748.866	311	2.408	
Total	1126.970	317	3.555	

Data for Tables 6-15 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Composition - W/Clause			
Covariates	7.572	1	7.572	5.735 - .016
Main Effects				
Group	45.404	1	45.404	34.389 - .001
Lang	45.396	2	22.698	17.191 - .001
2-way Interactions	7.167	2	3.584	2.714 - .066
Residual	398.740	302	1.320	
Total	504.280	308	1.637	
	Composition - Cl/T-unit			
Covariates	.299	1	.299	9.468 - .002
Main Effects				
Group	1.631	1	1.631	51.605 - .001
Lang	.299	2	.150	4.736 - .009
2-way Interactions	.064	2	.032	1.016 - .365
Residual	9.547	302	.032	
Total	11.841	308	.038	
	Composition - W/T-unit			
Covariates	.988	1	.988	.261 - .999
Main Effects				
Group	324.025	1	324.025	85.656 - .001
Lang	159.663	2	79.832	21.104 - .001
2-way Interactions	24.090	2	12.045	3.184 - .042
Residual	1142.418	302	3.783	
Total	1651.185	308	5.361	

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MANUAL OF INSTRUCTIONAL
MATERIALS FOR
SENTENCE-COMBINING
PRACTICE

ANCOVA Data for Tables 16-23, French Section X Teacher on Writing Tests

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Rewrite - W/Clause			
Covariates	6.686	1	6.686	23.476 - .001
Main Effects				
Group	4.674	1	4.674	16.410 - .001
Teacher	1.331	2	0.665	2.336 - .099
2-way Interactions	1.730	2	0.865	3.038 - .050
Residual	34.462	121	0.285	
Total	48.883	127	0.385	
	Rewrite - Cl/T-unit			
Covariates	3.276	1	3.276	10.004 - .002
Main Effects				
Group	.002	1	.002	.008 - .999
Teacher	.141	2	.070	.215 - .999
2-way Interactions	.753	2	.376	1.149 - .321
Residual	39.623	121	.327	
Total	43.795	127	.345	
	Rewrite - W/T-unit			
Covariates	90.301	1	90.301	44.247 - .001
Main Effects				
Group	37.951	1	37.951	18.596 - .001
Teacher	9.348	2	4.674	2.290 - .103
2-way Interactions	24.294	2	12.147	5.952 - .004
Residual	246.942	121	2.041	
Total	408.836	127	3.219	

Data for Tables 16-23 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
Freewrite - W/Clause				
Covariates	12.774	1	12.774	16.029 - .001
Main Effects				
Group	.129	1	.129	.162 - .999
Teacher	1.114	2	.557	.699 - .999
2-way Interactions	1.540		.770	.966 - .999
Residual	94.837	119	.797	
Total	110.395	125	.883	
Freewrite - Cl/T-unit				
Covariates	.015	1	.015	.362 - .999
Main Effects				
Group	.485	1	.485	11.483 - .001
Teacher	.039	2	.019	.458 - .999
2-way Interactions	.301	2	.151	3.564 - .031
Residual	5.031	119	.042	
Total	5.872	125	.047	
Freewrite - W/T-unit				
Covariates	24.784	1	24.784	8.094 - .005
Main Effects				
Group	31.358	1	31.358	10.241 - .002
Teacher	5.047	2	2.524	.824 - .999
2-way Interactions	22.538	2	11.269	3.680 - .028
Residual	364.373	119	3.062	
Total	448.101	125	3.585	

Data for Tables 16-23 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Composition - W/Clause			
Covariates	1.735	1	1.735	1.726 - .188
Main Effects				
Group	6.047	1	6.047	6.016 - .015
Teacher	.129	2	.065	.064 - .999
2-way Interactions	3.146	2	1.573	1.565 - .212
Residual	114.599	114	1.005	
Total	125.655	120	1.047	
	Composition - Cl/T-unit			
Covariates	.044	1	.044	1.358 - .245
Main Effects				
Group	.402	1	.402	12.505 - .001
Teacher	.009	2	.004	.133 - .999
2-way Interactions	.297	2	.148	4.616 - .012
Residual	3.667	114	.032	
Total	4.418	120	.037	
	Composition - W/T-unit			
Covariates	.140	1	.140	.042 - .999
Main Effect				
Group	63.453	1	63.453	18.986 - .001
Teacher	1.141	2	.570	.171 - .999
2-way Interactions	18.586	2	9.293	2.781 - .065
Residual	380.993	114	3.342	
Total	464.312	120	3.869	

ANCOVA Data for Tables 24-31, German Section X Teacher on Writing Tests

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
Rewrite - W/Clause				
Covariates	10.509	1	10.509	11.283 - .001
Main Effects				
Group	6.562	1	6.562	7.046 - .009
Teacher	8.782	2	4.391	4.714 - .011
2-way Interactions	1.052	2	.526	.565 - .999
Residual	79.165	85	.931	
Total	106.069	91	1.166	
Rewrite - Cl/T-unit				
Covariates	.398	1	.398	5.970 - .016
Main Effects				
Group	2.411	1	2.411	36.172 - .001
Teacher	.056	2	.028	.416 - .999
2-way Interactions	.057	2	.028	.425 - .999
Residual	5.665	85	.067	
Total	8.586	91	.094	
Rewrite - W/T-unit				
Covariates	14.296	1	14.296	2.328 - .127
Main Effects				
Group	200.131	1	200.131	32.588 - .001
Teacher	32.271	2	16.135	2.627 - .076
2-way Interactions	11.144	2	5.572	.907 .999
Residual	521. 999	85	6.141	
Total	779.839	91	8.570	

Data for Tables 24-31 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Freewrite - W/Clause			
Covariates	1.248	1	1.248	2.233 - .135
Main Effects				
Group	5.514	1	5.514	9.866 - .002
Teacher	6.434	2	3.217	5.756 - .005
2-way Interactions	2.113	2	1.057	1.891 - .155
Residual	46.386	83	.559	
Total	61.696	89	.693	
	Freewrite - Cl/T-unit			
Covariates	.996	1	.996	42.438 - .001
Mean Effects				
Group	.757	1	.757	32.253 - .001
Teacher	.130	2	.065	2.780 - .066
2-way Interactions	.108	2	.054	2.295 - .105
Residual	1.947	83	.023	
Total	3.937	89	.044	
	Freewrite - W/T-unit			
Covariates	42.695	1	42.695	36.865 - .001
Main Effects				
Group	66.708	1	66.708	57.598 - .001
Teacher	28.863	2	14.432	12.461 - .001
2-way Interactions	.447	2	.223	.193 - .999
Residual	96.128	83	1.158	
Total	234.841	89	2.639	

Data for Tables 24-31 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of *F*
	Composition - W/Clause			
Covariates	.051	1	.051	.081 - .999
Main Effects				
Group	22.098	1	22.098	35.228 - .001
Teacher	22.488	2	11.244	17.925 - .001
2-way Interactions	.214	2	.107	.171 - .999
Residual	52.065	83	.627	
Total	96.916	89	1.089	
	Composition - Cl/T-unit			
Covariates	.620	1	.620	33.737 - .001
Main Effects				
Group	.761	1	.761	41.437 - .001
Teacher	.027	2	.014	.738 - .999
2-way Interactions	.025	2	.012	.679 - .999
Residual	1.525	83	.018	
Total	2.958	89	.033	
	Composition - W/T-unit			
Covariates	29.597	1	29.597	14.718 - .001
Main Effects				
Group	150.354	1	150.354	74.768 - .001
Teacher	54.039	2	27.019	13.436 - .001
2-way Interactions	2.130	2	1.065	.530 - .999
Residual	166.909	83	2.011	
Total	403.030	90	4.528	

ANCOVA Data for Tables 32-39, Spanish Section X Teacher on Writing Tests

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of *F*
		Rewrite - W/Clause		
Covariates	7.769	1	7.769	16.524 - .001
Main Effects				
Group	5.202	1	5.202	11.065 - .001
Teacher	2.607	2	1.303	2.772 - .066
2-way Interactions	2.484	2	1.242	2.642 .075
Residual	45.138	96	.470	
Total	63.200	102	.620	
		Rewrite - Cl/T-unit		
Covariates	.789	1	.789	14.617 - .001
Main Effects				
Group	1.172	1	1.172	21.716 - .001
Teacher	.746	2	.373	6.916 - .002
2-way Interactions	.679	2	.339	6.289 - .003
Residual	5.179	96	.054	
Total	8.564	102	.084	
		Rewrite - W/T-unit		
Covariates	92.553	1	92.553	25.680 - .001
Main Effects				
Group	104.072	1	104.072	28.876 - .001
Teacher	48.297	2	24.149	6.700 - .002
2-way Interactions	58.632	2	29.316	8.134 - .001
Residual	345.997	96	3.604	
Total	649.551	102	6.368	

Data for Tables 32-39 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
	Freewrite - W/Clause			
Covariates	16.076	1	16.076	15.314 - .001
Main Effects				
Group	4.011	1	4.011	3.821 - .051
Teacher	.809	2	.405	.386 - .999
2-way Interactions	1.571	2	.785	.748 - .999
Residual	99.729	95	1.050	
Total	122.196	101	1.210	
	Freewrite - Cl/T-unit			
Covariates	.282	1	.282	8.772 - .004
Main Effects				
Group	.767	1	.767	23.820 - .001
Teacher	.143	2	.072	2.227 - .111
2-way Interactions	.291	2	.145	4.520 - .013
Residual	3.057	95	.032	
Total	4.540	101	.045	
	Freewrite - W/T-unit			
Covariates	36.371	1	36.371	16.746 - .001
Main Effects				
Group	69.659	1	69.659	32.072 - .001
Teacher	4.744	2	2.372	1.092 - .341
2-way Interactions	19.041	2	9.521	4.383 - .015
Residual	206.339	95	2.172	
Total	336.155	101	3.328	

Date for Tables 32-39 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
			Composition - W/Clause	
Covariates	1.419	1	1.419	.690 - .999
Main Effects				
Group	30.944	2	30.944	15.056 - .001
Teacher	8.201	2	4.101	1.995 - .140
2-way Interactions	10.445	2	5.222	2.541 - .082
Residual	187.027	91	2.055	
Total	238.036	97	2.454	
			Composition - Cl/T-unit	
Covariates	.011	1	.011	.297 - .999
Main Effects				
Group	.607	1	.607	16.614 - .001
Teacher	.078	2	.039	1.065 .350
2-way Interactions	.330	2	.165	4.517 - .013
Residual	3.324	91	.037	
Total	4.350	97	.045	
			Composition - W/T-unit	
Covariates	.315	1	.315	.065 - .999
Main Effects				
Group	164.077	1	164.077	33.884 - .001
Teacher	4.723	2	2.361	.488 - .999
2-way Interactions	54.449	2	27.225	5.622 - .005
Residual	440.656	91	4.842	
Total	664.219	97	6.848	

ANCOVA Data for Tables 41-46, Total Groups X Language on Speaking Test

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
		Rewrite - W/Clause		
Covariates	91.177	1	91.177	90.086 - .001
Main Effects				
Group	9.062	1	9.062	8.954 - .003
Language	11.340	2	5.670	5.602 - .004
2-way Interactions	4.597	2	2.298	2.271 - .103
Residual	305.656	302	1.012	
Total	421.832	308	1.370	
		Rewrite - Cl/T-unit		
Covariates	.561	1	.561	32.940 - .001
Main Effects				
Group	.324	1	.324	19.022 - .001
Lang	.130	2	.065	3.815 - .023
2-way Interactions	.021	2	.010	.608 .999
Residual	5.140	302	.017	
Total	6.175	308	.020	
		Rewrite - W/T-unit		
Covariates	184.095	1	184.095	108.455 - .001
Main Effects				
Group	50.390	1	50.390	29.686 - .001
Lang	17.557	2	8.779	5.172 - .006
2-way Interactions	6.458	2	3.229	1.902 - .149
Residual	512.624	302	1.697	
Total	771.124	308	2.504	

Data for Tables 41-46 (continued)

Source of Variation	Sum of Squares	df	Mean Square	F Ratio + Significance of F
Total Words				
Covariates	154345.187	1	154345.187	185.196 - .001
Main Effects				
Group	6600.500	1	6600.500	7.920 - .005
Lang	294.250	2	147.125	.177 .999
2-way Interactions	1246.312	2	623.156	.748 .999
Residual	251692.125	302	833.417	
Total	414178.375	308	1344.735	
Number of Mazes				
Covariates	844.920	1	844.920	212.337 - .001
Main Effects				
Group	38.489	1	38.489	9.673 - .002
Lang	43.573	2	21.786	5.475 - .005
2-way Interactions	53.539	2	26.769	6.727 - .002
Residual	1201.705	302	3.979	
Total	2182.226	308	7.085	
Words per Maze				
Covariates	38.936	1	38.936	15.351 - .001
Main Effects				
Group	6.712	1	6.712	2.646 - .101
Lang	29.906	2	14.953	5.896 - .003
2-way Interactions	10.857	2	5.429	2.140 - .117
Residual	765.968	302	2.536	
Total	852.379	308	2.767	

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DEVELOPING SYNTACTIC FLUENCY OF COLLEGE FOREIGN LANGUAGE STUDENTS THROUGH SENTENCE-COMBINING PRACTICE

Volume II

(Manual of Instructional Materials)

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by

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The University of Georgia
Athens, Georgia

1978

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MATERIALS FOR FRENCH

Control and Experimental Syllabi for French

French 103 Syllabus

Spring Quarter

1977

Texts: *French: Listening, Speaking, Reading, and Writing* by Thomas H. Brown (New York: McGraw-Hill Book Co., 1971)

Candide ou L' Optimisme by Voltaire, adapted for immediate students by Gilles de la France (Skokie, Ill.: National Textbook Co., 1975)

(Experimental)	(Control)
March 23	March 23
Review Brown 357a, 14b, 143, 145d and f, 167f and d, 169b and c, 357f, and 358g	Review Brown 357a, 14b, 143, 145d and f, 167f and d, 169f and c, 357f, and 358g
March 24	March 24
358h, 318-9, 321e, 358i and j, 358-9, 253-4, 359a and b	358h, 318-9, 321e, 358i and j, 358-9, 253-4, 359a and b
March 25	March 25
359a (en bas), 360b, 278-80, 360 Noun plus adjective handout Quiz	359a (en bas), 360b, 278-80, 360 Noun plus adjective handout Quiz
March 28	March 28
Pre-posttest I	Pre-posttest I

Tue. 29	Pre-posttest 2, Pre-posttest 3 (remind Ss to bring handout on adjective tomorrow)	Pre-posttest 2, Pre-posttest 3 assign lecture for Chap. 18
Wed. 30	Noun plus adjective check Chap. 18, p. 387-90 "rire" and "se battre" ex. b p. 387, ex. c p. 389 Intro. to noun plus past. part. adj. handout for homework	Chap. 18 lecture pt. 1 gram. p. 387-90 ex.b p.387, ex.c p. 389
Thu. 31	Noun plus past. part. adj. check Interrog. pron., etc. p. 390 ex.b Intro. and handout on noun plus possessive	Chap. 18 lecture pt. 2 p. 390 ex.b Interrog. pron., etc. p.390
APRIL		
Fri. 1	Noun plus poss. check p. 392 ex. a (1st three of ea.) p. 395 ex.b Intro. and handout on noun plus appositive.	p. 392 ex.a (1st five of ea.) written homework: ex.b p. 395 Quiz
Mon. 4	Noun plus appos. check Neg. interrog. syntax p. 397 ex.b Quiz	Chap. 19 vocab., lecture, structures à noter pp. 399-401
Tue. 5	Ex. de vocab. Chap. 19 p. 403 "lire" p. 404. ex.b, c p. 405, ex. d p. 406 "offrir" ex.b p. 406 Intro. to relative clauses	Finish lecture, ex. de vocab. p. 403 "lire" p.404, p. 405 ex.b,c, p. 406 ex.d "offrir" p. 406 ex. b
Wed. 6	Relative clauses explan. and work through handout in class Assign var. ex. for homework	Explan. relative clauses 408-9 ex.a,b,c Written homework handout
Thu. 7	Rel. cl. var. ex. check p. 414 "ce qui" part of ex.b Intro. and handout to Coordinate Nominals	Rel. clause cont. p. 414 "ce qui" ex.a,b
Fri. 8	Coord. Nom. check Intro. and handout on Coordinate Adjectives Quiz	Chap. 20, vocab. and lecture p. 419 Quiz

Mon. 11	Coord. Adj. check, Adj. game Ex. de vocab. p. 421 p. 422 ex.c,d Intro. and handout on Coordinate Verbs	lecture (cont.) questions p. 419-21 ex. de vocab. p. 421, p. 422 ex.c, d p. 423 ex.e,f
Tue. 12	Coord. verb check Projet libre Intro. and handout to Adverbs	Projet libre
Wed. 13	Adverb handout check Intro. and handout to conjunction followed by indic.	Adverbs explan. and handout
	EXPERIMENTAL	CONTROL
Thu. 14	Conj. followed by ind. check Chap. 20 irreg. subjuct. p. 425 p. 400 #2 of structures à noter Intro. and handout to Conjuct. followed by subjuct. (assign only the first ex. for homework)	Chap. 20 irreg. subj. p. 425 additional uses of subj. p. 427 ex.a
Fir. 15	Conj. followed by subj. work ex. in class Intro. and handout on Adverbs of Degree	Additional uses of subj. ex. Quiz
Mon. 18	Adv. of degree check Obj. pron. w/imper. p. 423 p. 433 ex. a., p.434 ex. b	Object pronoun w/imper. p. 432, p. 433 ex. a p. 434 ex. b irreg. verb. "boire" p. 436 ex. b
Tue. 19	"boire" p. 436, No. 4 of ex. b p.436 "recevoir" ex. e. p. 438, p. 439 No. 4, No. 5 of ex. b Intro. and handout on Indirect Discourse	"boire" ex. d. e p. 437, "recevoir" ex. b p. 439 p. 442 begin lecture for Chap. 21, vocab.
Wed. 20	Indir. Disc. check Ex. de vocab. p. 446 Quiz	Lecture p. 443 and questions p. 445
Thu. 21	Pluperfect tense p. 448 ex. a p. 449 ex. d Future perfect tense p. 450 ex. a., p. 452 ex. e	Ex. de vocab. p. 446 p. 448 Pluperfect tense ex. a, b p. 449 ex. d

	EXPERIMENTAL	CONTROL
Fri. 22	Conditional past tense p. 451 ex. a p. 452 ex. e Intro. and handout to "Si" Clauses	Future perfect p. 450 ex. a, b, p. 451 ex. c Conditional past p. 451 ex. a Written homework ex. e p.452
Mon. 25	"Si" Clauses check p. 453 ex. a Intro. and handout to Noun plus prep.	Discuss ex. e p.452 p. 453 "Si" Clauses ex. a,b p. 454 ex. c.
Tue. 26	Noun plus prep. check "devoir" No. 5 ex. a p.456 Intro. and handout to "Comme si"	p. 454 ex. d; "devoir" ex. a p. 456, p. 458 ex. c. Idioms p. 458, p. 459 ex. a Written homework ex. b, p. 460
Wed. 27	"Comme si" handout check "manquer" ex. c p. 462	Go over homework; "manquer" p. 461 ex. a, p. 462 ex. c
Thu. 28	Midterm Review	Midterm Review
Fr. 29	Midterm	Midterm
MAY Mon. 2	Paragraph 1 Begin Candide sect. 1,2	Begin Candide sect. 1, 2 Homework; Lesson 18 workbook "résumé"
Tue. 3	Paragraph 2 Cand. sect. 3	Cand. sect. 3, 4 Chap. 22, ex. de vocab. p. 468-70
Wed. 4	Paragraph 3 Cand. sect. 4	p. 470 "plaire", ex. a, b, c, p. 471, Causative "faire" p. 473 ex. a, Homework: Lesson 19 workbook "book review"
Thu. 5	Paragraph 4 Cand. sect. 5,6	Causative "faire" p. 473 ex. b, c Cand. sect. 5,6 Homework: p. 474 ex. e
Fri. 6	Cand. sect. 7, 8 Causative "faire" ex. c	Cand. sect. 7,8 Quiz Homework: Lesson 20 workbook "résumé"

	EXPERIMENTAL	CONTROL
Mon. 9	Paragraph 5 Cand. sect. 9, 10	Candide 9, 10 Indef. adj. and pron. p. 476 ex. a
Tue. 10	Paragraph 6 Indef. adj. and pron. p. 476 part of ex. a	Indef. adj. and pron. p. 476 ex. a Homework: Lesson 21 workbook "room descrip."
Wed. 11	Paragraph 7 Cand. sect. 13, 14	"tout" p. 479 ex. a, b Cand. sect. 11, 12
Thu. 12	Paragraph 8 Cand. sect. 13, 14	Cand. sect. 13, 14 Homework 22 workbook "letter"
Fri. 13	Cand. sect. 15, 16 "tout" p. 479 ex. b	Cand. sect. 15, 16 à, de, plus infinitive p. 481 ex. a
Mon. 16	Theme à, de, plus infin. p. 481 ex. a, p. 483 ex. b	Theme Review for quiz
Tue. 17	Theme Quiz	Theme quiz
Wed. 18	Theme Candide 19, 20	Theme Cand. sect. 17, 18
Thu. 19	Theme Candide sect. 21, 22	Theme Cand. 19, 20
Fri. 20	Theme Cand. sect. 23, 24	Theme Cand. sect. 21, 22
Mon. 23	Theme Cand. sect. 25, 26	Theme Cand. sect. 23, 24
Tues. 24	Theme Review	Theme Cand. 25, 26
Wed. 25	Pre-posttest 1 Review	Pre-posttest 1 Review
Thu. 26	Pre-posttest 2 (in lab) Pre-posttest 3	Pre-posttest 2 (in lab.) Pre-posttest 3
Fri. 27	Review for exam	Review for exam

Problem Solving Exercises for French

Noun Plus Appositive

The appositive is an adjective form set off by commas. It can be a statement of one's profession, a place, or other description. It can also be an adjective formed from the present participle. See page 484 in French by Thomas Brown for a description of the formation of the present participle.

Also, we may use any regular adjective form as an appositive though this is not common usage.

Example: Le français, langue romane, se parle dans plusieurs pays.

The appositive has no fixed position in the sentence.

Example: Souriante, la mère écoutait les questions des enfants.
La mère, souriante, écoutait les questions des enfants.
La mère, écoutait, souriante, les questions des enfants.

When the subject of the sentence is preceded by an indefinite article, the appositive takes a definite article. Otherwise, the appositive has no article.

Example: Un officier, le colonel, passait par les rangs.
L'officier, colonel dans l'armée, passait par les rangs.
Atlanta, centre urbain de sud, est une ville sophistiquée.

Combine the following phrases using an element from the second phrase as an appositive.

1. Fernand dansait comme un fou. Il était roi des gitans.

2. Valéry Giscard d'Estaing va parler ce soir. Il est président de la République Française.

3. Montréal a été le site des Jeux Olympiques. C'est une ville canadienne.

4. M Dupont connaît bien les petites autos. Il est mécancien.

5. Marseille a des problèmes de drogue. C'est un port méditérranéen.

6. Hennessey est fair dans l'ouest de la France. C'est un grand cognac.

____

7. "La maison carrée" est très belle. C'est un temple romain.

____

8. Un grand bruit dérangeait les gens. C'était le rugissement d'un moteur.

____

In the following exercise divide the sentence into two sentences, making the second sentence from the appositive element in the original sentence.

Example: Jean-Jacques Rousseau, écrivain du 18^{e} siècle, nous influence aujourd'hui.

a. Jean-Jacques Rousseau nous influence aujourd'hui.
b. C'était un écrivain du 18^{e} siècle.

1. Mon amie, Jacqueline, aime les romans policiers.

a. ____

b. ____

2. L'Alpha-Romeo, auto très sportive, coûte assez cher.

a. ____

b. ____

3. Un colonel, l'homme aux moustaches rouges, attendait le nouvel officier.

a. ____

b. ____

4. La construction du nouveau parking, project nécessaire, prendra beaucoup de temps.

a. ____

b. ____

5. Une nouvelle heureuse, l'arrivée de mes parents, m'a fait sauter de ma chaise.

a. ____

b. ____

6. L'homme, parlant aux étudiants, donnait des renseignements.

a. ____

b. ____

Multiple Embedding

Combine the following sentences as you did in the first exercise. When there is more than one appositive they are treated as a series and set off by commas.

Example: La dame, gaie et souriante, sortait de l'hôpital.

1. Paul Perrier n'a pas le temps de s'amuser. Il est veuf et père de trois enfants.

____

____

2. La dinde farcie se mange chez nous pendant Thanksgiving. C'est une tradition stricte et un repas délicieux.

____

____

3. J'adorais beaucoup ma grandmère. C' était une femme intelligente et une amie chaleureuse.

____

____

4. Nous allons toujours voir les films de Francois Truffaut. C'est un metteur en scène original et un acteur sublime.

____

____

5. Il aime visiter l'Arc de Triomphe. C'est un monument historique et le centre de Paris.

____

____

6. Marguerite a beaucoup de talent. Elle est actrice, danseuse, et peintre.

____

____

Personalization Script for Teacher

The teacher makes two statements aloud and the students sum it up in one statement using an appositive.

1. T: Jean est étudient à l'Université. Il étudie le français.
S: (Oui, Jean, étudiant à l'Université, étudie le françcis.)

2. T: Une étudiante d'ici va être médecin. Pauline va être médecin.
S: (Une étudiante d'ici, Pauline, va être médecin.)

3. T: (T holds up object) Une partie de la classe voit mon stylo.
C'est la partie de gauche, n'est-ce pas?

S: (Une partie de la classe, la partie de gauche, voit votre stylo.)

4. T: Des étudiants ici ont les cheveux bruns.
Les étudiants aux yeux bruns ont les cheveux bruns.

S: (Des étudiants ici, les étudiants aux yeux bruns, ont les cheveux bruns.)

5. T: Bolton Hall a une cuisine célèbre à l'université.
Bolton est le bâtiment à coté de Creswell.

S: (Oui, Bolton Hall, le bâtiment à coté de Creswell, a une cuisine célèbre.)

6. T: Le baccalauréat est très difficile. C'est un examen national en France.

S: (Le baccalauréat, examen national en France, est très difficile.)

7. T: Le football se joue en automne. C'est un sport populaire en Géorgie.

S: (Le football, sport populaire en Georgie, se joue en automne.)

8. T: ________ veut nous donner tout son argent. C'est un gentil garçon.

S: (______, un gentil garçon, veut nous donner tout son argent.)

Noun Plus Relative Pronoun

1. Page references on the use of the relative pronoun in French by Thomas Brown are pp. 408-9.

2. Do exercises: pp. 409-410 Ex. A: p. 411 Ex. B; p. 412 Ex. C.

Here is an example of a sentence containing an independent and a subordinate clause:

Ils voient l'autobus	que vous attendez
Independent clause (makes sense independently i.e., when it "stands alone")	Subordinate clause (depends on the main clause to give it full meaning)

The relative pronoun is the word in the subordinate clause which replaces one of the noun phrases of the main clause. In French the five common forms of relative pronouns are:

"qui," "que," "dont," preposition plus "qui," and preposition plus "lequel."

To know which one of the relative pronouns is appropriate for a given sentence you must examine the grammatical function of the noun it is representing in the subordinate clause.

1. "Qui" is used when the relative pronoun is the subject of the subordinate clause.

Example: Il sort avec une Américaine (cette Américaine parle français.)

Il sort avec une Américaine qui parle français.

Elle cherche le journal (le journal contient des petites announces.)

Elle cherce le journal qui contient des petites announces.

2. "que" is used when the relative pronoun functions as direct object in the subordinate clause.

Example: Il connaît la jeune fille (j'ai rencontré la jeune fille à la piscine.

Il connaît la jeune fille que j'ai rencontrée* a la piscine.

*Note: When using "que" in a subordinate clause conjugated in the passé composé the past participle agrees in number and gender with the noun which "que" is representing. See p. 192 in French by Brown.

Il a lu les livres (j'ai acheté les livres.)

Il a lu les livres que j'ai achetés*.

3. "Dont" is used when the relative pronoun wants to say "whose," "of whom," or "of which" (see p. 400, French) or when the indirect object is introduced by the preposition "de."

Example: Voici le garçon. (Je parle de ce garçon.)

Voici le garçon dont je parle.

J'habite un village (les habitants de ce village sont gentils).

J'habite un village dont les habitants sont gentils.

4. Preposition plus "qui" vs. preposition plus "lequel." "Lequel" is used as a relative pronoun (a) when the antecedent refers to a thing or an animal and (b) when the relative pronoun is governed by a preposition, such as "sur," "à," "chez," "avec," etc. Compare the use of relative pronouns for antecedents referring to persons versus things.

Example: C'est la dame (je travaille pour cette dame.)

C'est la dame pour qui je travaille.

C'est le mémoire (j'ai besoin d'un livre pour ce mémoire).

C'est le mémoire pour lequel j'ai besoin d'un livre.

Voici les gens (j'habite chez ces gens.)

Voici les gens chez qui j'habite.

Voici le restautant (je mange souvent dans ce restaurant)

Voici le restaurant dans lequel je mange souvent.

Note: In the above examples where "lequel" is used the antecedents were always masculine and singular. But when the gender and number of the antecedents are otherwise, "lequel" can take the following forms:

	Singular	Plural
masculine	lequel	lequels
feminine	laquelle	lesquelles

Example: J'ai des livres dans lesquels je peux trouver la réponse.

Voilà la voiture dans laquelle j'y suis allé.

*Note: When using "que" in a subordinate clause conjugated in the passé composé the past participle agrees in number and gender with the noun which "que" is representing. See p. 192 in French by Brown.

Note: When "lequel" is used with the preposition "à" the relative pronoun takes the following contracted forms:

"à" plus "lequel"

	Singular	Plural
masculine	auquel	auxquels
feminine	à laquelle	auxquelles

Example: J'ai aimé le film. Je suit allé au film.

J'ai aimé le film auquel je suis allé.

Vocabulary not Found in Text

la petite announce - a want ad
le mémoire - term paper
la camarade de chambre - roommate (girl)
rebelle (adj.) - rebellious
bloquer - to block
la souris - mouse
le trou - hole
le médicament - medicine
repousser - to reject
en panne - out of order
afficher - to post
fouiller - to dig
la punition - punishment
un régime - a regime, government
une tentation - a temptation
succomber - to succumb, yield
la maîtresse - mistress
un hibou - owl
le ruisseau - stream, creek
le canard - duck
le serpent - snake
la grenouille - frog
une araignée - spider
un oiseau - bird
un aigle - eagle
la bête - beast
une tête de pioche - meathead
une institutrice - elementary school teacher, governess

Combine the following sentences keeping in mind that relative clauses directly follow their antecedents.

1. Voilà le garçon. Il sort avec ma camarade de chambre.

____

2. Voilà le monsieur. Il cherche des ouvriers.

3. L'exposition commence demain. L'exposition montre des Picasso.

4. Les professeurs sont formidables. Ils ne donnent pas de devoirs.

5. L'enfant est rebelle. Il fume des cigarettes.

6. La neige bloque les routes. Elle est tombée hier.

7. La femme sera malheureus. Elle aime Jean-Paul.

8. La souris est bientôt prise. Elle n'a qu'un trou.

Relative Pronoun as Direct Object of Subordinate Clause (Directions same as above)

1. J'ai lu le livre. Mon oncle me l'a donné.

2. Il a regardé les chaussures. Son frère les lui a données.

3. J'a essayé la robe. Ma mère me l'a achetée.

4. Le Sénégal est un pays. JMaimerais visiter le Sénégal.

5. Les photos étaient mauvaises. Nous les avons prises.

6. L'emploi n'est pas facile à trouver. Je cherce l'emploi.

____

Relative Pronoun as Indirect Object Plus "DE" (Directions same as above)

1. Le papier coûte cher. Il a besoin du papier.

____

2. La ville est dans les montagnes. Les habitants de cette ville sont fous.

____

3. L'etudiant est vraiment gentil. Les autres parlent de lui.

____

4. Le monument est loin d'ici. Une partie du monument est détruite.

____

5. En Suisse elle peut trouver des médecins. Elle a besoin de ces médecins.

____

6. Il veut des médicaments. Il en a déja assez.

____

Relative Pronouns Used As Direct Objects with People (Directions same as above)

1. Les Dupont m'ont bien reçu. Je suit allé chez les Dupont.

____

2. Le dentiste me fait peur. Je parle au dentiste.

____

3. Les deux gros hommes se sont battus. Je me suis mis entre eux.

____

4. Les étudiants se réunissent ici. Paul apprend à faire la cuisine avec eux.

____

5. M Poirrier discutait politique. Nous étions devant lui.

____

6. La dame l'a repoussé. Il avait de l'amout pour elle.

____

Relative Pronoun Used As Indirect Object With Things or Animals
(Directions same as above)

1. L'avion est tombé en panne. J'ai voyagé dans cet avion.

____

2. La machine n'a pas marché. J'ai mis mon dernier centime dans la machine.

3. Le film nous a plu. Nous sommes allés au film.

____

4. La robe coûtait cher. J'ai résisté à la robe.

____

5. Où est la table? Il a mis son devoir sur la table.

____

6. Parle-moi des projets. Tu t'intéresses aux projets.

____

In the following exercise break the sentences down into two separate sentences. All the categories of relative pronouns are found here.

Example: Voici le crayon avec lequel elle a écrit la lettre.

a. Voici le crayon b. Elle a écrit la lettre avec le crayon.

1. Elle cherche une université dans laquelle on parle français.

a. ______________ b. ______________

2. C'est Odette qui a l'air si triste!

a. ______________ b. ______________

3. Il n'a pas le dictionnaire qu'il veut.

a. ______________________________ b. ______________________________

4. Le dictionnaire dont elle avait besoin était dans son bureau.

a. ______________________________ b. ______________________________

5. La femme dont il rêve n'existe pas.

a. ______________________________ b. ______________________________

6. Comment trouves-tu la cravate que je viens d'acheter?

a. ______________________________ b. ______________________________

7. Ils prennent le train qui part à 6 heures.

a. ______________________________ b. ______________________________

Multiple Embeddings: Combine the following sentences into one sentence which contains 2 relative clauses.

Note: When there are two subordinate clauses in a sentence, they are connected by "et."

Example: Voilà le mur. J'ai affiché ma proclamation sur ce mur.
D'autres personnes ont affiché leurs proclamations (sur ce mur).

Voilà le mur sur lequel j'ai affiché ma proclamation et sur lequel d'autres personnes ont affiché leurs proclamations.

1. Voilà Roger.
J'ai parlé à Roger hier.
Roger va nous aider.

____

2. Tu as vu les objets?
Les archéologues les ont découverts.
Les objets sont d'une grande valeur.

____

3. J'ai vu les garçons.
Vous vous êtes battus avec ces garçons.
La police a donné des punitions à ces garçons.

____

4. C'est une approche théorique.
   Elle ne marche pas.
   Elle a été abandonnée.

   ____

In the following exercise make three sentences from the one big sentence.

1. C'est un régime qui ne plaît pas au peuple et auquel il faut résister.

   a. ________________________________

   b. ________________________________

   c. ________________________________

2. C'est une tentation qui était difficile d'ignorer et à laquelle il a succombé.

   a. ________________________________

   b. ________________________________

   c. ________________________________

3. La dame dont tu as fait la connaissance et que je vois souvent au parc était la maîtresse de Roger Vadim.

   a. ________________________________

   b. ________________________________

   c. ________________________________

4. C'est une situation qui embarrasse trop et dont personne ne peut profiter.

   a. ________________________________

   b. ________________________________

   c. ________________________________

5. Voilà un livre qui est bien écrit, qui est très intéressant, et qui est très utile pour les étudiants.

   a. ________________________________

   b. ________________________________

   c. ________________________________

Note: When using three or more subordinate clauses, they are marked off with commas as with any series.

Variation exercise: The following pairs of sentences can be combined by using relative clause constructions. Each pair can also be combined by using adjective constructions. Rewrite the sentence pairs below according to the example. The first sentence in each pair should remain the main clause.

Example: J'ai un chat. Le chat est blanc. Je mange la tarte. La tarte es délicieuse.

a. J'ai un chat qui est blanc.
b. J'ai un chat blanc.

a. Je mange la tarte qui est délicieuse.
b. Je mange la tarte délicieuse.

1. L'homme achète des fleurs. L'homme est gros.

a. ________________________________

b. ________________________________

2. La dame chante une chanson. Elle est jolie.

a. ________________________________

b. ________________________________

3. Les enfants jouent au football. Les enfants sont sportifs.

a. ________________________________

b. ________________________________

4. J'ai vu un tigre. Le tigre était sauvage.

a. ________________________________

b. ________________________________

5. Il achète un pantalon. Le pantalon est vert.

a. ________________________________

b. ________________________________

6. Il voit l'hôtel. L'hôtel est mystérieux.

a. ________________________________

b. ________________________________

7. Je connais ces gens. Ils sont pauvres.

a. ____

b. ____

8. Il a vu un ami dans la rue. La rue était petite.

a. ____

b. ____

9. L'oiseau s'est échappé par la fenêtre. La fenêtre était ouverte.

a. ____

b. ____

Variation exercise: Combine these sentences by using relative clause construction (see Example: a) and then using appositive construction (see Example: b).

Example: Demain mon oncle arrive. Il est médicin.

a. Demain mon oncle qui est médecin arrive.
b. Demain mon oncle, médecine, arrive.

1. Demain Rachel Lafleur arrive. Elle est mon amie de Poitiers.

a. ____

b. ____

2. Je dois toujours aider mon cousin. Il est tête de pioche.

a. ____

b. ____

3. Ou est le Lac Léman? C'est le plus beau lac de Suisse.

a. ____

b. ____

4. Les robes de Josette sont trop courtes. Elle est la grande flirt de Paris.

a. ____

b. ____

5. **Mme Grandet travaille mêe le dimanche. Elle est institutrice.**

a. ____

b. ____

Personalization

Look at the picture and the vocabulary below. This house has a mouse in it. Construct nine sentences using each of the following prepositions: sur, derrière, à côté de, au dessus de, sous, entre, en face de, près de, loin de.

Example: La souris qui est sur le frigidaire a faim.

or

La souris qui est derrière la lampe est blanche.

Vocabulary

la souris	- mouse	la fenêtre	- the window
petit	- small	le plancher	- the floor
gris	- gray	la télé	- television
blanc	- white	le libre	- book
doux	- soft	le frigidaire	- the refrigerator
avoir peur	- be afraid	le rideau	- curtain
avoir faim	- be hungry	l'image	- the picture
le divan	- the sofa	la porte	- the door
la chaise	- the chair	la table	- the table
la lampe	- the lamp		

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

Personalization Script for Teacher

The teacher poses several questions which lead up to a phrase containing a relative pronoun. The pattern is question/answer, question/answer; then a student puts the information from his two answers into one sentence.

1. T: A quelle université es-tu inscrit, ______ ?

   S: (J'aisste à l'Université de Géorgie.)

   T: Est-ce une université grande out petite?

   S: (L'Université de Géorgie est grande.)
   (L'Université à laquelle je suis inscrit est grande) or
   (J'assiste à l'Université de Géorgie qui est grande.)

2. T: (T writes something on the board) Qu'est-ce que je fais, _____?

   S: (Vous écrivez sur le tableau.)

   T: Oui. Et est-ce que ce tableau est noir?

   S: (Non, il est vert.)
   (Le tableau sur lequel vous écritez est vert) or (Vous écrivez sur un tableau qui est vert.)

3. T: (Tells S No. 1 to start speaking to S No. 2) Est-ce que tu parle à un homme ou à une femme, ________?

   S: (Je parle à une femme.)

   T: Est-ce qu'elle est méchante ou gentille?

   S: (Elle est gentille.)

   (La femme à qui je parle est gentille.) or (Je parle àune femme qui est gentille.)

4. T: (To S No. 2) Comment trouves-tu S No. 1?

S: (Il est gentil.)

T: Est-ce que tu es assis devant lui, ou derrière lui, ou à côté de lui?

S: (Je suis assis derrière lui.)
(L'ètudiant derrière qui je suis assis est gentil.) or Je suis assis derrière un garçon qui est gentil.)

5. T: Est-ce que tu vois le tableau, ________?

S: Oui, je vois le tableau.)

T: Est-ce qu'il est sale ou propre?

S: (Il est sale.)
(Le tableau que je vois est sale) or (Je vois le tableau qui est sale.)

6. T: Est-ce que ton livre de français est ici, ________?

S: (Oui, il est ici.)

T: Est-ce que tu as besoin de ton livre de français?

S: (Oui, j'ai besoin de mon livre de français.)
(Mon libre de français, dont j'ai besoin, est ici.) or
(J'ai besoin de mon livre de français qui est ici.)

7. T: De qui aimes-tu parler beaucoup, ________?

S: (J'aime parler de mon frère.)

T: Décris ton frère.

S: (Il est méchant.)
(Mon frère, dont j'aime parler, est méchant) or (J'aime parler der mon frère qui est méchant)

8. T: Qui est président de la République Française?

S: (Valéry Giscard d'Estaing est président de la République Française.)

T: Est-ce qu'il est communist?

S: (No, il n'est pas communiste.)
(Valéry Giscard d'Estaing, qui n'est pas communiste, est président de la République Française.)

9. T: (Instructs a student to look out the window) Qu'est-ce que tu vois, ________?)

S: (Je vois un bâtiment.)

T: Comment est le bâtiment?

S: (Il est petit et long.)
(Le bâtiment que je vois est petit et long) or (Je vois un bâtiment qui est petit et long.)

Coordinate Nominals

Vocabulary Not Found in Text

l'école maternelle	- kindergarten	la toile	- canvas
la malle	- trunk	la brosse	- brush
la terrine	- meatloaf	le bijou	- jewel
le coq au vin	- chicken in wine sauce	le matelas	- mattress
la truffle	- truffle	la farine	- flour

Combine the following sentences as in the example, making any necessary changes in agreement with the verbs or adjectives.

Example: L'homme est allé en ville. Le garçon est allé en ville.
L'homme et le garçcon sont allés en ville.

1. L'école maternelle se trouve au centre de la ville.
Le lycée se trouve au centre de la ville.

____

2. Je suit rentré d'Europe hier. Mon père est rentré d'Europe hier.

____

3. Ma valise a été perdue à Paris. Ma malle a été perdue à Paris aussi.

____

4. La soupe était formidable. La terrine était formidable.

____

Exercise II:

1. J'adore le coq au vin. J'adore le truffles.

____

2. Elle avait les cheveux bruns. Elle avait le yeux bruns.

____

3. Nous avons habité à bordeaux. Nous avons habité à Verdun.

____

4. Ils ont invité Paul. Ils ont invité ses amis.

____

Exercise III

Example: C'est la voiture de Paul. C'est aussi la voiture de Joseph.
C'est la voiture de Paul dt de Joseph.
or
C'est la voiture de Paul et Joseph.

1. Vous avez oublié vos livres d'anglais. Vous avez oublié vos livres de français.

____

2. Picasso a peint cette toile avec une brosse. Il l'a peinte aussi avec un couteau.

____

3. Le film sera présenté à 6 heures. Il sera présenté encore à 9 heures.

____

4. Il vend ses bijoux dans les grands magasins. Il les vend aussi dans les boutiques.

____

5. Nous avons caché notre argent dans le matelas. Nous l'avons caché aussi derrière le mur.

____

Exercise IV

Make two sentences from each of the following as in the example.

Example: J'ai lu L'étranger et L'espoir ce soir.

a. J'ai lu L'étranger ce soir. J'ai lu L'espoir ce soir aussi.

1. Il m'a apporté des fleurs et des bonbons.

a. ______________ b. ______________

2. J'ai pris une photo de Madeleine, Jean-Jacques, et Paulette.

a. ______________ b. ______________

c. ______________

3. Donnez-moi une carte postale et des timbres, s'il vous plaît.

a. ____________________ b. ____________________

4. Le beurre, la farine, et le sucre sont nécessaires pour faire un gâteau.

a. ____________________ b. ____________________

c. ____________________

Personalization

Try to answer these questions by using two or more nouns in your answers.

1. Quelles gens vois-tu dans la rue?

____

2. A quelles personnes as-tu parlé aujourd'hui?

____

3. Tu veux avoir une soirée ce weekend. Qui vas-tu inviter?

____

4. Quelles sont les personnes les plus importantes dans ta vie?

____

5. Sur quels sujets aimes-tu bavarder avec tes amis?

____

6. Tu veux aller au supermarché. Quelles choses vas-tu écrire sur ta liste.

____

____

7. Imaginez que nous sommes au printemps. Nous voulons faire un pique-nique. Qu'est-ce que nous allons apporter avec nous? Qu'est-ce que nous allons manger?

Voilà un peu de vocabulaire utile:

to take place - avoir lieu
to park - se garer
to cut - couper
to slice - trancher
wine - le vin
bottle - une bouteille
cork - le bouchon
beverage - la boisson

to uncork	- déboucher	cup	- une tasse
sandwich	- un sandwich	glass	- un verre
to discard	- jeter	plate	- une assiette
to bring	- apporter	food supplies	- les provisions
to prepare	- préparer	car	- la voiture
to forget	- oublier	tree	- un arbre
to find	- trouver	grass	- l'herbe
picnic	- un pique-nique	place	- un endroit
loaf of bread	- une baguette de pain	sausage	- le saucisson
knife	- un couteau	slice	- une tranche
cheese	- le fromage	picnic basket	- le panier

Coordinate Predicate Adjectives

Vocabulary Not Found in Text

blasé	- blasé	craintif	- afraid
la brosse	- brush	une idée fixe	- stereotype, obsession
hérissé	- bristly	la duchesse	- duchess
aigre	- sour	raffiné	- refined
gâter	- to spoil	valable	- valuable
mal élevé	- poorly brought up		

Example: Elle est jolie. Elle est intelligente.
Elle est jolie et intelligente.

1. Il était blasé. Il était cynique.

____

2. Une brosse est hérissée. Elle est dure aussi.

____

3. La cuisine chinoise est douce. Elle est aigre aussi.

____

4. Ces enfants ont été gatés. Ils ont été mal élevés aussi.

____

5. Les cours de français sont intéressants. Ils sont valables aussi.

____

Exercise II

Now make two sentences out of each of the following:

1. Ce petit garçon est timide et craintif.

a. ______________ b. ______________

2. Selon nos idées-fixes, les habitants de New York sont pressés et nerveux.

a. ______________ b. ______________

3. La duchesse était polie et raffinée.

a. ______________ b. ______________

Exercise III

Now answer the following questions trying to use more than one predicate adjective in your answer:

1. Que penses-tu des Athéniens?

2. Décrivez Athens au printemps.

3. Décrivez votre petit(e) ami(e).

Exercise IV

The teacher will pass around an object in a paper bag to you or one of your classmates. Describe it without looking at it using two predicate adjectives. Then the other members of the class will try to guess what the object is by asking questions about the object's qualities. Refer to the following vocabulary list for useful adjectives.

circular - circulaire
cone-shaped - conique
cylindrical - cylindrique
oblong - oblong, oblongue
rectangular - rectangulaire
rounded - aroundi(e)
slanting - oblique
square - carré

furry - fourré(e)
fuzzy - duveteux, -ese, floconneux, -euse
gauzy - gazé(e)
glossy - lustré(e)
grainy - grenu(e), grenelé(e)
greasy - graisseux, -euse
gritty - graveleux, -euse
hairy - velu(e), chevelu(e), poilu(e), hirsute

triangular - triangulaire
wedge-shaped - cunéiforme
abrasive - abrasif(ive)
bulbous - bulbeux, -euse
bulging - bombé(e)
clammy - moite, visquex, -euse
coarse-grained - à gros grain
concave - concave
convex - convexe
curved - courbé(e)
dented - bosselé
downy - duveteux,-euse
dry - sec, sèche
dull, blunt - émoussé(e)
dusty, powdery - poudreux,-euse
encrusted - encroûte(e), incrusté(e)
feathery - plumeux,-euse
fibrous - fibreux,-euse
flaky - floconneux,-euse
flat - plat(e)
fluffy - pelucheux,-euse
hard - due(e)
heavy - lourde(e)
hollow - creux, -euse
knotted - noueux, -euse
light - léger, légère
moist - moite
oily - huileux,-euse, gras(se), grasseux-euse
padded - matelassé(e)
pliable - pliable, flexible, pliant(e)
prickly - hérissé, épineux,-euse
puffy - bouffi(e)
rough - rude
rubbery - caoutchouteux,-euse
slick - lisse, luisant(e)
sharp - pointu(e), aigu(e), tranchant(e)
slimy - vaseux,-euse, limoneux-euse
soft - mou, molle
stiff - raide, rigide, ferme
thick - épais(se)
thin - mince, délié
wet - mouillé(e)

Coordinate Verbs

Prepositional phrases, direct and indirect objects retain their positions alongside the verbs when combining sentences with the same subject.

Example: Elle boit du café. Elle me parle.

Elle boit du café et me parle.

When several verbs have the same prepositions, direct or indirect, objects this (these) element(s) must be placed with the first verb, and then repeated in the form of a suitable personal pronoun with each additional verb.

Example: Il est monté dans la voiture et s'y est assis.
(He went and sat in the car)

Nous avons accueille les pélerins et leur avons donné à manger.
(We welcomed and gave food to the pilgrims)

Vocabulary Not Found In Text

cueillir - to gather up
embrasser - to kiss
faire les courses - run errands
conquis - p.p. de conquérir
affoler - to drive crazy
elire - to elect, être élue

Exercise I

Do the following as in the first example above.

1. Marie et Paul jouent au tennis. Ils nagent aussi.

____

2. Nous boirons du vin rouge. Nous mangerons du fromage.

____

3. Ils faisaient une promenade. Ils parlaient des choses importantes.

____

4. Je me lève à 6 heures. Je me lave les cheveux.

____

5. Tu assistes au cours de l'université. Tu travailles dans une usine.

____

Exercise II

Do the following as in the second and third examples above.

1. Ces mauvais enfants courent dans la rue. Ils crient dans la rue aussi.

____

2. Ils écrivent ce livre. Ils publient ce livre.

____

3. Nous parlons français. Nous comprenons le français.

____

4. Vous voulez de l'aspirine. Vous avez besoin de l'aspirine.

____

Study the following examples. Notice that the same auxillary verb serves both infinitives (or both past participles).

Example: Je vais lire mes notes. Je vais étudier mes notes.

Je vais lire et étudier mes notes.

J'ai lu mes notes. J'ai étudié mes notes.

J'ai lu et étudié mes notes.

But when two verbs are not parallel (that is, when they are conjugated with different auxillary verbs, or when only one is reflexive) you must join the phrases in their entirety.

Example: J'ai lu mes notes. Je suis parti.

J'ai lu mes notes et je suis parti.

Je me suis réveillé. Je suis parti.

Je me suis réveillé et je suis parti.

Exercise III

In the following exercise combine the sentences, deciding whether you need to only repeat the verb (and its objects) or whether the subject and auxillary verb need repeating also.

1. Nous allons voir Patrice. Nous allons lui dire la vérité.

____

2. Ils ont vendu leur Citroën. Ils ont acheté une nouvelle voiture.

____

3. Suzanne est allée au jardin. Elle a cueilli des fleurs.

____

4. Je vais me réveiller à 8 heures. Je vais partir pour la campagne.

____

5. Nous nous sommes dépêchés. Nous avons pris le train.

____

6. Je me suis levé. Je me suis rasé. Je suis parti.

____

Exercise III (other verb formations)

Example: Il a commencé à étudier. Il a commencé à faire ses devoirs.
Il a commencé à étudier et à faire ses devoirs.

1. Je veux écouter la radio. Je veux regarder la télé.

____

2. Ils aiment boire. Ils aiment manger.

____

3. Marc ne cesse d'être jovial. Il ne cesse d'amuser tout le monde.

____

4. Je continue à travailler. Je continue à gagner de l'argent.

____

5. Nous détestons prendre l autobus. Nous détestons attendre les taxi.

____

Exercise IV

Now make two sentences from each of the following as in the example.

Example: Il a ouvert la porte et dit "Au revoir!"

a. Il a ouvert la porte. Il a dit "Au revoir!"

1. Les deux amoureux dansaient et s'embrassaient.

a. ______________________ b. ____________________________

2. Ils ont fait leurs courses et ils sont rentrés à la maison.

a. ______________________ b. ____________________________

3. Les français ont conquis et colonisé une partie de l'Afrique.

a. ______________________ b. ____________________________

4. J'aime exaspérer et affoler mes professeurs.

a. ______________________ b. ____________________________

5. Il est né et mort en Bretagne.

a. ______________________ b. ____________________________

6. La police a arrêté le criminel et l'a conduit en prison.

a. ______________________ b. ____________________________

7. Jimmy Carter a réussi à gagner le public américain et à être élu président.

a. ______________________ b. ____________________________

Personalization

What things do you do from the time that you wake up in the morning to the time you arrive at work or school?

Try to use more than one verb per sentence in writing your paragraph. Below is given some useful vocabulary though you may want to add some of your own.

se reveiller - to wake up
se lever - to get up
se brosser les dents (les cheveux) - to brush your teeth (your hair)
se frotter les yeux (les mains) - to rub your eyes (your hands)
bâiller - to yawn
s'habiller - to get dressed
mettre le pantalon (la chemise, etc.) - - to put on your pants (shirt, etc.)

aller dans la cuisine (la salle de bains, etc.) - to go in the kitchen, bathroom, etc.)
le petit déjeuner - breakfast
préparer - to prepare, to fix
prendre du café (du thé, des croissants, etc.) - to have some coffee, tea, croissants, etc.)
prendre l'autobus (le taxi, le Métro, etc.) - to take a bus (a taxi, the Metro)
conduire - to drive

Adverbs of Manner

Review the material on pages 236-237 in French by Thomas Brown.

You have already studied the use of certain common adverbs such as:

bien
mieux
le mieux
mal
moins
peu
plus
presque
souvent
bientôt
ici
là
hier
aujourd'hui
demain
maintenant

These words describe the manner in which an action is carried out.

Example: Il parle bien.

Nous lisons mieux le français maintenant.

As you may already know, the adverb usually follows the conjugated verb.

We form most of the adverbs in French by adding "-ment" to the feminine form of the adjective. (Remember: most adverbs in English are "-ly" words such as "sincerely," "really," etc.)

adjectives		adverbs
Masc.	Fem.	
sérieux	sérieuse	sérieusement
vif	vive	vivement
franc	franche	franchement
naturel	naturelle	naturellement

But the adverb may be formed from the masculine form of the adjective when this form ends in a vowel.

Masc. adj.	adverb
vrai	vraiment
poli	poliment
infini	infiniment
rapide	rapidement

Adjectives ending in "-end" or "-ant" form their corresponding adverbs by adding "-emment" and "-amment," respectively. (Both are pronounced the same, that is, /ama/.

Masc. adj.	adverb
élégant	élégamment
indépendant	indépendamment
évident	évidemment
constant	constamment

There are others like "bien" which are irregular. We will not be concerned with those in these exercises.

Vocabulary Not Found in Text

poli(e) - polite
émouvoir - to move (emotions)
sauver - to save
doucement - gently, carefully
remercier - to thank

une scie - a saw
aisé(e) - easy
obstinè(e) - stubborn
une ungence - an emergency
agir - to act

Combine the following sentences changing the predicate adjective of the second sentence into an adverb.

Example: Il recevra une bonne note. C'est sûr.
Il recevra sûrement une bonne note.

1. Elle parle. Elle est sérieuse.

____

2. Elle m'a reçu. Elle était gracieuse.

____

3. Nous travaillons. Nous sommes précis.

____

4. Ce film m'a ému. C'était profond.

____

5. Elle explique la leçon. Elle est patiente.

____

6. Nous mangeons. C'est constant.

____

7. Il marche. Il est prudent.

____

8. Elles s'habillent. Elles sont élégantes.

____

9. Il n'est pas gentil. C'est certain!

____

10. Nous allons à Paris. C'est définitif.

____

Now separate the following sentences into two sentences, the second one containing the appropriate adjective form of the adverb.

Example: Son livre a paru recemment.

a. Son livre a paru. b. C'était récent.

1. Il avait savé courageusement les enfants.

a. ____________________ b. ________________________

2. Elle conduisait doucement sur la neige.

a. ____________________ b. ________________________

3. Nous travaillons indépendamment des autres.

a. ____________________ b. ________________________

4. Est-ce qu'il a vraiment insulté le monsieur?

a. ____________________ b. ________________________

5. Elles ont décidé intelligemment.

a. ____________________ b. ________________________

Multiple Embeddings

When we have more than one adverb, they are connected as in a series.

Example: Il conduisait lentement et prudemment.

Combine the following sentences.

1. Je vais finir ce soir. C'est absolu et définitif.

____

2. Il a remercié son bienfaiteur. Il était poli et élégant.

____

3. Les deux amis parlaient. Ils étaient francs et naturels.

____

4. Elle accepte le prix. Elle est heureuse et fière.

____

5. Les bouchers coupent la viande avec une scie. C'est aisé et rapide.

____

Personalization

Answer the following questions using an adverb formed from one of the predicate adjectives in the question.

Example: Quand tu conduis, est-ce que c'est lent or rapide?
Je conduis vapidement.

1. Est-ce que tu étudies le français? Est-ce que tu es heureux (-se) ou mécontent(e)/

____

2. Quand tu danses est-ce que tu es timide ou exubérant?

____

3. Quand tu étais enfant et que ta mère te demandait de faire quelque chose est-ce que tu lui donnais une réponse sage ou obstinée? (Répondre)

____

4. Quand il y a une crise, est-ce que tu agis avec calme ou es-tu nerveux?

____

5. Quand quelqu'un t'insulte est-ce que ta réponse est polie ou impolie?

____

Adverbial Structures: Conjunctions Followed by The Indicative Mood

Two independent clauses may be joined by the following conjunctions without incurring any change of mood in the second clause (that is, we use the indicative and not the subjunctive mood).

These conjunctions are:

depuis que (since)
parce que (because)
pendant que (during)
puisque (since)
après que (after)

aussitôt que (as soon as)
dès que (as soon as)
quand (when)
lorsque (when)

Example: Je vais à Paris. J'ai des amis là-bas.
Je vais à Paris parce que j'ai des amis là-bas.

With the conjunctions "aussitôt que," "dès que," "quand," and "lorsque," there is a special tense sequence. See pages 235 and 240 in *French* by Thomas Brown for a review of this.

When you use any one of these four conjunctions and your first clause is in the future tense, then the second clause must also be in the future. This contrasts with the way we join those clauses in English:

I *will be* ready when he *comes*. (future/present)

Je *serai* prêt quand il *arrivera*. (future/present)

For practice with this do exercise A on page 235 of *French*.

When the clause following "quand" or any of the others is in the future perfect tense (le futur antérieur) the main clause is usually in the future tense.

Example: Je *finirar* quand il sera *arrivé*.

Vocabulary Not Found in Text

faire la vaisselle - to do the dishes
une allumette - match

le renard - fox
prêcher - to preach
la poule - le poulet

Choose the most appropriate conjunction and combine the two sentences.

Example: pendant que/après que
Il étudiait. J'ai fait la vaisselle.

Il étudiait après que j'ai fait la vaisselle.

1. pendant que/aussitôt que
   Je ferai le travail. J'aurai le temps.

2. parce que/après que
   Il restait avec moi. J'étais malade.

3. pendant que/après que
   Ils ont cherché les morts. La bombe est tombée.

4. puisque/après que
   C'est elle qui fait les repas. Nous n'avons pas le temps.

5. après que/parce que
   J'allume une allumette. Je ne peux rien voir.

6. dès que/pendant que
   J'acheterai un Ferrar; J'avais l'argent.

7. après que/puisque
   Il a conduit sa Porche jusqu'en Californie. Il l'a achetée.

8. aussitôt que/pendant que
   J'ai essayé d'étudier. Les enfants regardaient la télé.

9. depuis que/pendant que
   L'horloge ne marche pas. Il est tombé.

In the following exercise, break the sentence down into two independent sentences.

Example: Je te donne un cadeau parce que je t'aime.
a. Je te donne un cadeau. b. Je t'aime.

*1. Quant le renard se met à prêcher, fais attention à ta poule.

a. ____________________ b. ____________________

2. Puisqu'il ve veut, je lui donne des bonbons.

a. ______________________ b. ______________________

3. Tout le monde s'est levé quand il est entré dans la salle.

a. ______________________ b. ______________________

4. Je mangerai quelque chose dès que nous y serons.

a. ______________________ b. ______________________

5. Après qu'ils reçoivent leurs diplômes, les étudiants partent en vacances.

a. ______________________ b. ______________________

Personalization

Answer the following using a conjunction followed by the indicative in your response.

1. Qu'est-ce que tu fais quand tu sors le soir?

____

2. Qu'est-ce que tu veux apprendre pendant que tu es à l'Université?

____

3. Pourquoi aimes-tu ou n'aimes-tu pas Athens?

____

4. Quand les poules auront des dents qu'est-ce qui va arriver?

____

5. Qu'est-ce que tu achèteras aussitôt que tu auras de l'argent.

____

6. Après que vous aurez parfaitement appris le français, qu'est-ce que vous allez faire?

____

7. Puisque tu es très intelligent(e) quelle note auras-tu dans cette classe?

____

8. Qu'est-ce que tu veux faire lorsque tu auras reçu ton diplôme de l'Université?

____

Adverbial Structures: Conjunctions Followed By the Subjunctive Mood

1. Page references for the formation of the subjunctive mood are in French by Thomas Brown, pp. 278-280. A review of the past subjunctive may be found on page 430.
2. Read page 418 (Structures à noter) and page 427 (Additional uses of the subjunctive). Work all the exercises on page 429.

Certain conjunctions require the use of the subjunctive mood in the subordinate clause. The following are examples:

avant que	(before)	pourvu que	(provided that)
jusqu'à que	(until)	à moins que	(unless)
pour que	(so that)	quoique	(though)
sans que	(without)	à condition que	(on the condition that)
bien que	(though)	de peur que	(for fear that)

Example: Elle est arrivée à l'herue. L'avion est tombé en panne. (bien que)

Elle est arrivée à l'heure bien que l'avion soit tombé en panne.

Certain conjunctions ("de peur que," "avant aue," and "à moins que") sometimes add what we call the "ne" expletive to the subjunctive verb. This is not always the case though. "Ne" expletive has no meaning. The verb is still affirmative.

Example: Je vais partir à moins qu'il ne parte.
(I am going to leave unless he leaves.)

Vocabulary Not Found In Text

en panne - out of order
monotone - monotonous
prudent - careful, safe
lier - fermer
pas grand'chose - not a big deal (always found with negative)
le risque - risk
aimable - lovable
mettre à part - to put aside
chuchoter - whisper

In the following exercise, join the two phrases with the conjunction in parentheses to the right.

1. Vous réussirez. Vous travaillez. (pourvu que)

   ____

2. Nos parents nous ont donné de l'argent. Nous ne le demandons pas. (sans que)

   ____

3. Paul ira à Dakar. Il préfère aller à Abidjan. (à moins que)

   ____

4. Je lui téléphonerai. Il part. (avant que)

____

5. J'irai au cinéma. Je choisis le film. (à condition que)

____

6. Il va commencer le travail. Nous sortons. (pourvu que)

____

7. Je continuerai à crier. Il m'entend. (jusqu'à ce que)

____

8. Elle ne veut pas y arriver. Vous l'attendez. (bien que)

____

9. Je vais le garder pour toi. Je le vends. (à moins que)

____

10. Les bandits resteront à la banque. Ils ont l'argent. (jusqu'à ce que)

____

11. Elle appelle la police. Il prend des libertés avec elle. (de peur que)

____

12. Elle est paranoiaque. Il est gentil. (quoique)

____

13. Le père Noël est passé par ici. Nous le savons. (sans que)

____

14. Nous avons commencé. Tu es arrivé. (avant que)

____

15. Il vous fait peur. Vous ne voulez pas le faire. (pour que)

____

16. Ça va très lentement. Il le fait. (bien que)

____

17. Je ne veux pas manger ces escargots. Ils viennent de France. (quoique)

____

18. Il travaille. Vous avez de l'argent. (pour que)

19. Elle a appelé la gare. Nous avons pris ses valises. (de peur que)

20. Tu me donneras des bonbons. Je dis la vérité. (à condition que)

Choose the best conjunction and join the two sentences.

Example: pour que/bien que
Je donne des soirées. La vie sera moins monotone.

Je donne des soirées pour que la vie soit moins monotone.

1. jusqu'à ce que/bien que
J'y vais. Ça n'est pas prudent.

2. avant que/pour que
Elle brûle les papiers. Je les lis.

*3. avant qua/pour que
Il faut lier le sac. Il est plein.

4. sans que/pour que
Vous pouvez chuchoter. Il ne vous entend pas.

5. pour que/à moins que
Il mourra. Nous trouverons un médecin.

6. à moins que/pour que
Il travaille. Sa mère sera fière de lui.

7. quoique/jusqu'à ce que
J'essayerai d'expliquer. Je n'y comprends pas grand'chose.

8. pour que/de peur que
Je vais l'acheter. Quelqu'un d'autre lMachètera.

____

9. pourvu que/de peur que
Je prendrai ce risque. Vous me donnerez l'argent.

____

Break down each of these compound sentences into two simple sentences.

Example: Je t'expliquerai jusqu'à ce que tu comprennes.

a. Je t'expliquerai b. Tu comprendras

1. Il en parle bien qu'il n'en sache rien.

a. ____________________ b. ____________________

2. Elle ne m'aime pas bien que je sois aimable.

a. ____________________ b. ____________________

3. Je la quitterai pour que ma vie soit plus calme.

a. ____________________ b. ____________________

4. Je serai sage à condition que tu me donnes du chocolat.

a. ____________________ b. ____________________

5. Il ne comprend pas à moins qu'on lui dise tout.

a. ____________________ b. ____________________

6. Elle ira chez le médecin avant que nous partions.

a. ____________________ b. ____________________

7. Nous sommes partis sans que vous le sachiez.

a. ____________________ b. ____________________

8. Nous le ferons quoiqu'il y ait de la neige.

a. ____________________ b. ____________________

Personalization

Answer the following using a conjunction followed by subjunctive in your response.

1. Est-ce qu'il y a quelque chose que tu veux faire avant qu'une autre personne ne le fasse?

____

2. Peux-tu affirmer tes croyances bien qu'elles soient différentes?

____

3. Qu'est-ce que tu fais sans que ton meilleur ami le sache?

____

4. Quelle idée mettras-tu à part jusqu'à ce que tu sois plus âgé?

____

5. Quand tu sors, est-ce que ta mère reste éveillée jusqu'à ce que tu reviennes?

____

6. Pour quelle raison prendrais-tu des risques?

____

7. Quelle chose dois-tu faire avant que tu ne meures?

____

Degree Clauses

Review page 236 in *French* by Thomas Brown and work exercise B on page 238 only (the first three sections of B).

When comparisons are made with adjectives the following constructions are used:

[ ] adjective
[=] + or + que
[ ] adverb

The adjective in a comparison agrees in gender and number with the noun or pronoun it modifies:

"Paul est plus *tolérant* que Marie."

"Jacqueline et Renée sont plus *tolérantes* que Paul."

Now review the section on page 236 which deals with stress pronouns.

Stress pronouns can also be used after "que":

"Il est plus âgé que *moi* mais je suit plus grand que *lui*.

Vocabulary Not Found In Text

qualifié - qualified

Combine the following sentences.

Example: Il est jeune. Je suis plus jeune.

Je suis plus jeune que lui *or* Il est moins jeune que moi.

1. Je suis intelligent. Elle est plus intelligente.

___

2. Robert est sérieux. Paul n'est pas très sérieux.

___

3. Ma mère est très sensible. Mon père est très sensible aussi.

___

4. Ils sont riches. Les Rochschild sont très riches.

___

5. Jacques est qualifié. Jeanette est vraiment bien qualifiée.

___

6. Nous sommes fatigués. Ils sont fatigués aussi.

____

7. Ce problème-là n'est pas compliqué. Ce problème-ci est compliqué.

____

Teacher's Script for Personalization

1. T: (Has several students stand up) Qui est plus grand, Tim ou Ken?

   S: (Tim est plus grand que Ken.)

2. T: Qui est plus blonde, Mary ou Jane?

   S: (Jane est plus blonde que Mary.)

3. T: Qui est moins petite, Joan ou Mary?

   S: (Mary est moins petite que Joan.)

Now T shows a list of adjectives and asks about the students' stereotypes of Frenchmen and Americans.

Example: Dynamic S: "Les Américains sont plus dynamiques que les Français."

Another S: "Ce n'est pas vrai! Ils sont moins dynamiques que les Français!

1. courageux
2. réaliste
3. pratique
4. romantique
5. sportif
6. sérieux
7. travailleur
8. intelligent
9. cultivé
10. libéral
11. ingénieux
12. naturel

This same debate can be done with the men vs. the women.

Example: généreux. S: Les filles sont plus généreuses que les garçons.

1. patient
2. obstiné
3. courageux
4. imaginatif
5. intuitif
6. sensible
7. sensé
8. actif
9. intelligent
10. idéaliste
11. conservateur
12. travailleur

Le Discours Indirect

In the exercises in this section we will be dealing with the regular "-er" verbs, "affirmer," "expliquer," "ajouter," "avouer," "déclarer" (exprimer en public), "constater" (remark, note; la chose est sûre); the regular "-re" verbs "répondre" and "prétendre" (claim, assert); and the irregular verbs "dire" (see p. 210 in French) and "ecrire" (see p. 250 in French).

When you tell a story to a friend you must make a choice: either to quote directly what has been said or to quote indirectly what has been said. The latter is the most common choice in both English and French.

Note the following examples:

direct: Paul said, "I want to play!"
indirect: Paul says (that) he wants to play.

In French we would say:

direct: Paul dit, "Je veux jouer!"
indirect: Paul dit qu'il veut jouer.

In the second French example, the word "que (qu')" is used to link the two clauses. Also the subject and the verb in the second clause changes to the third person in this particular example.

The above examples were in the present tense but more often than not the tense of indirect discourse will be the passé composé (Example: "Il a dit . . .)

See what happens to the subordinate clause in the following examples.

1. Elle a dit, "Le monde est fou."

   Elle a dit que le monde était fou.

2. Il a dit, "Mon père ne sera pas ici demain."

   Il a dit que son père ne serait pas ici demain.

3. Nous avons dit, "Il y a eu des problèmes."

   Nous avons dit qu'il y avait eu des problèmes.

Notice that in these sentences the "imparfait" is not a "true" imparfait: the "conditionnel" isn't a "true" conditionnel. The French language borrows only the forms of the imparfait and the conditionnel to express indirect discours. In the third example there is a difference. In French there is a tense made especially to situate an action further back in the past in relation to another past action. This is the "plus-que-parfait" or the pluperfect tense.

Other tenses do not change in passing from direct to indirect discourse.

Example: Il a dit: "Je n'étais pas là.

Il a dit qu'il n'était pas là.

Vocabulary Not Found in Text

cueillir - to gather up
embrasser - to kiss
faire les courses - run errands
conquis - p.p. de conquérir

affoler - to drive crazy
élire - to elect, être élue

Change the following from direct to indirect discourse.

1. Il dit, "Je rentre à six heures."

____

2. La femme a avoué, "Je ne le verrai jamais!"

____

3. Nous lui avons expliqué, "Il y a une différence entre un garçon et un homme."

____

4. Elles m'ont répondu, "Nous n'allons pas le faire!"

____

5. Vous avez expliqué à la classe, "Nous aurons un examen."

____

6. Marie dit, "Je vais me coucher à 10 heures."

____

7. Tu as toujours répondu, "Je ne sais pas."

____

8. La vendeuse a constaté, "Notre magasin ferme à 7 heures."

____

9. Le juge a déclaré, "L'homme est coupable!"

____

10. Mes professeurs ont écrit à ma mère, "Cet étudiant n'étudie pas assez!"

____

Maintenant faites le discours direct de ces phrases au discours indirect.

1. Elle a affirmé qu'elle désirait nous voir.

____

2. Ils m'ont dit qu'il y avait un bon film ce soir.

____

3. Elles m'expliquent qu'elles doivent monter au 6^e étage.

____

4. Il a ajouté que la neige était tombée partout.

____

5. Nous avons prétendu que la bataille était finie.

____

6. Je lui ai écrit que sa mère était mourante.

____

7. Janine m'a dit qu'il fallait rentrer.

____

Multiple Embeddings: When putting more than one phrase of discourse into the indirect form use the form: "Il dit que . . . et que . . .

Example: Elle dit qu'elle a faim et qu'elle veut dîner.

Change the following phrases to indirect discourse.

1. Le petit garçon a dit: "Je suis mineur. Je ne parlerai qu'en présence de mon avocat."

____

____

2. Quelqu'un a dit: "Un idiot pauvre est un idiot. Un idiot riche est un riche."

____

____

3. Les journaux ont dit: "Bientôt, M. Obrecht tirera deux fois sur la ficelle, et il deviendra riche."

____

____

4. La femme a déclaré: "Mon mari m'aime maintenant et il m'aimera toujours!"

____

____

5. Le pauvre a ajouté: "J,ai fait fortune et je l'ai perdue!"

____

____

Personalization: the teacher poses the following questions to the students.

1. Quand tu es parti de chez toi pour aller à l'Université qu'est-ce que ta mère a dit?

2. T: (Says "Tu es un bon étudiant" to someone) Qu'est-ce que j'ai dit, ____________?

S: (Tu as dit que j'étais un bon étudiant.)

3. T: Comment t'appelles-tu?

S: (Je m'appelle George)

T: (to another S) Qu'ext-ce qu'il a dit?

S: (Il a dit qu'il s'appelle George.)

4. T: Quel âge as-tu?

S: (J'ai 19 ans.)

T: Qu'est-ce que tu étudies?

S: (J'étudie le français.)

T: (to another S) Qu'est-ce que _______ a dit?

S: (Il a dit qu'il avait 19 ans et qu'il étudiait le français.)

5. T: Ajoute une autre choise à cela __________.

S: (J'étudie aussi la chimie.)

T: (to another S) Qu'est-ce qu'il a ajouté?

S: (Il a ajouté qu'il étudiait aussi la chimie.)

6. T: Qu'est-ce que tu dis quand quelqu'un te demande de l'argent?

S: (Je dis que je n'ai pas d'argent.)

7. T: Qu'est-ce que tu dis quand une personne que tu n'aimes pas te demande de sortir avec lui?

S: (Je dis que je dois me laver les cheveux ce soir.)

"SI" Clauses

In *French* by Thomas Brown read p. 353 and do exercise B on page 353, C on page 356.

Read also page 453 and work exercise B on page 453, C on page 454, and D on page 454.

As a reminder, here is a diagram showing the sequence of tenses when using "si" clauses:

"si"	+	present	futur
"si"	+	imparfait	conditionnel
"si"	+	plus-que-parfait	passé du conditionnel

Vocabulary Not Found In Text

le mannequin	a fashion model	le diable	the devil
une épreuve	un examen	faire de la couture	to sew

In the following exercise you will combine the two sentences into one. Add the "si" to the first one. One of the verbs will be in the infinitive; put it into the proper tense, taking your cue from the tense of the other verb.

Example: Elle vient me voir. Je ne lui (parler) pas.

Si elle vient me voir, je ne lui parlerai pas.

1. Nous obtenons le grand prix. Nous en (être) heureux.

____

2. L'équipe s'entraîne beaucoup. Elle (remporter) le championnat.

____

3. Je (recevoir) l'argent. Je rentrerai à Bordeaux.

____

4. Nous irons voir la pièce. Elle nous (donner) les billets.

____

5. Il neigeait aujourd'hui. Nous (rester) à la maison.

____

6. Vous vouliez faire du cinéma. Vous (aller) voir le metteur en scène.

____

7. Il avait eu le temps. Il (faire) ses devoirs.

____

8. Il (faire) beau. Ils seraient allés au musée.

____

9. Elle (aller) à Paris. Quel quartier aurait-elle habité?

____

Separate the following sentences into two sentences.

Example: Si j'étais riche, je serais heureux.

a. J'étais riche. Je serais heureux.

1. Si tu faisais le dessin, elle en serait très contente.

a. ____________________ b. ____________________

2. Si vous leur aviez raconté cette histoire, ils ne vous auraient pas cru.

a. ____________________ b. ____________________

3. Si nous découvrons une nouvelle boutique, nous vous le dirons.

a. ____________________ b. ____________________

4. Si nous allions en France, nous visiterions le château de Versailles.

a. ____________________ b. ____________________

5. Si nous lui téléphonons, il descendra nos valises.

a. ____________________ b. ____________________

The Modal Verb

You may see a phrase such as:

"Si nous avions le temps, nous irions au parc"

which translates into English as

"If we had the time, we would go to the park."

Sometimes in English we want to say:

"If we had the time, we could go to the park."

"Could" as you know, is the conditional form of the verb "to be able to." In English the "if" clause possibilities are:

"If we have the time we can go to the park."

"If we had the time we could go to the park."

"If we had had the time we could have gone to the park."

We use the verb "pouroir" in French to express this possibility. (Keep in mind that the sequence of tenses in French is different from that in English.)

"Si nous avons le temps, nous pourrons aller au parc."

"Si nous avions le temps, nous pourrions aller au parc."

"Si nous avions eu le temps, nous aurions pu aller au parc."

Before, when we wanted to say "would go," we used the one word "irions." When we want to say "could go" we used two words: "pourrions aller."

In the following exercises combine the sentences and decide which one should take the "si."

Example: Nous l'aurions fait. Nous avions eu le temps.

Nous l'aurions fait si nous avions eu le temps.

or

Si nous avions eu le temps, nous l'aurions fait.

1. Je pourrais y aller. J'étais libre.

____

2. Nous avions su leur plan. Nous aurions pu manger avec eux.

____

3. Ils pourront faire leur travail. Elle fait moins de bruit.

____

4. Tu aurais pu faire du ski. Tu avais suivi un cours de ski.

____

5. Tu es patient. Tu pourras tout avoir.

____

Now separate the following sentences into two sentences.

1. Si elle était venue avec nous, elle aurait pu voir des choses.

a. ____________________ b. ____________________

2. Si les autres étaient plus gentils, nous pourrions avoir une place.

a. ____________________ b. ____________________

Personalization

Answer the following using "si" clauses.

1. Si tu avais cent dollars, que ferais-tu?

____

2. Si ton mai t'avait donné les réponses d'un examen, que ferais-tu?

____

3. Si tu avais un million de dollars, quelle sorte de maison achèterais-tu?

____

4. Si on t'appelait pour le service militaire, y irais-tu?

____

5. S'il y avait un incendie chez vous, quels articles essayeriez-vous de sauver?

____

6. Si vous étiez réincarné, qui ou que voudriez-vous être?

____

Noun Plus Prepositional Phrase Used As Descriptive Adjective

In this section we will be dealing with prepositions which show a distinguishing characteristic of the noun modified. These prepositions do not include those prepositions which show location (such as "à côté de," "devant,", "chez," etc.)/

I. The use of "à la, au, aux" to describe nouns.

Example: La jeune fille court. Elle a les cheveux blonds.

La jeune fille aux cheveux blonds court.

Je vois l'oifficier. L'officier a un chapeau tricorne.

Je vois l'officier au chapeau tricorne.

Notice that the second sentence in which the attribute follows the verb "avoir" is combined into the first using the appropriate form of "à" plus the define article.

II. Other prepositions.

Example: La maison m'a fait peur. La maison était sans lumière.

La maison sans lumière m'a fait peur.

L'église est belle. L'église est en pierre.

L'église en pierre est belle.

Here are the prepositions we will be using: entre, sans, pour, comme

en--describes the material of which something is made

Example: Voilà un indien en bois
It can also describe the manner in which it is made.
Example: Voilà des escaliers en spirale.

de--shows possession

Example: Voilà la robe de Marie.

Vocabulary Not Found In Text

un chapeau tricorne	- a three-cornered hat
le champignon	- mushroom
la cabine téléphonique	- telephone booth
le sourire malin	- nasty smile
tirer un revolvre	- to shoot off a revolver
le rayon	- shelf

Combine the following sentences deriving a prepositional phrase from the second sentence as in the examples above.

1. Il lui demandait des renseignements. Ces renseignements sont sur Paris.

____

2. Les personnes font trop de bruit. Elles sont comme lui.

____

3. Le restaurant nous offre un bon choix. Le restaurant a trois étoiles.

____

4. La dame parle trop. Elle est sans scrupules.

____

5. La bataille ne finit pas. C'est entre les communistes et les capitalistes.

____

6. Les gens sont rares. Ils ont les yeux violets.

____

7. Une bague me plaira. C'est en or.

____

8. La jeune fille m'intéresse. Elle a les chaussures rouges et violets.

____

Make two sentences from the following:

1. Les jeunes gens au théâtre se sont assis ici.

a. ____________________ b. ____________________

2. Le vilain au sourire malin a tiré son revolver.

a. ____________________ b. ____________________

3. Tout le monde voulait une glace au chocolat avec des noix

a. ____________________ b. ____________________

4. La valise de Paul a été perdue à Vienne.

a. ____________________ b. ____________________

Multiple Embeddings: Combine the following sentences.

1. Le mur était valable. C'était le mur du musée. Il était en bas-relief.

____

2. J'ai trouvé une robe parfaite. C'était au rayon de vêtements. Le rayon était pour femmes.

____

3. Les rats meurent de faim. Ils sont sans fromage. Il sont sans pain. (Note: join the 2 prepositional phrases with "et")

____

4. L'homme est martien. Il a un revolver-laser. Il a les oreilles pointues. (Note: join the 2 prepositional phrases with "et")

____

"Comme Si Clauses (Adverb Construction of Manner)"

"Comme si" is the equivalent to the expression "as if" in English.

The clauses introduced by "comme si" will generally use the imperfect, pluperfect, conditional, or past conditional tense, depending on the context.

Vocabulary Not Found In Text

le mannequin - a fashion model	une épreuve - un examen
le diable - the devil	faire de la couture - to sew

Combine the following sentences according to the example.

Example: Elle a acheté ses vêtements. Elle a du penser qu'elle était riche.
Elle a acheté ses vêtements comme si elle était riche.

1. Il m'a regardé. Il a du croire que j'étais fou.

____

2. Tu le reçois. Tu dois penser que c'est un roi.

____

3. Nous buvons. Nous devons croire qu'il n'y a pas de demain.

____

4. Elles se promènent. Elles doivent penser qu'elles sont des mannequins.

____

5. Il étudie pour l'épreuve. Il doit croire que sa vie en dépend.

____

Now make two sentences out of each of the following.

1. Ces gens courent comme si le diable les poursuivait.

a. ______________ b. ______________

2. J'ai mangé comme si c'était mon dernier repas.

a. ______________ b. ______________

3. Ma mère fait la couture comme si elle était Yves Saint-Laurent.

a. ______________ b. ______________

4. Nous jouions au tennis comme si nous étions à Wimbledon.

a. ________________________ b. ________________________________

Personalizations

Answer the following questions using a "comme si" expression.

1. Quand il fait très froid comment t'habilles-tu?

____

2. Quand quelqu'un prend le bonbon d'un enfant, comment pleure-t-il?

____

3. Quand une bonne danseuse danse, comment danse-t-elle?

____

4. Quand Steve McQueen conduit une auto, comment conduit-il?

____

5. Quant tu fais la cuisine, comment la fais-tu?

____

Variation exercise: Combine the following sentence pairs by using relative clause constructions. Then rewrite each combined sentence by using prepositional phrases. Study the example. The first sentence in each pair should be the main clause.

Example: L'oiseau est un hibou. Il est dans l'arbre.

1. L'oiseau qui est dans l'arbre est un hibou.
2. L'oiseau dans l'arbre est un hibou.

1. L'animal est un poisson. Il est dans le ruisseau.

A. ____

B. ____

2. L'animal est un léopard. Il est derrière les barres.

A. ____

B. ____

3. L'animal est un gorille. Il est sur la branche.

A. ____

B. ____

4. L'oiseau est un canard. Il est en face de nous.

A. ____

B. ____

5. Le serpent est un cobra. Il est entre les araignées et les grenouilles.

A. ____

B. ____

6. L'animal est un éléphant. Il est au dessous de l'arbre.

A. ____

B. ____

7. L'oiseau est un aigle. Il est loin d'ici.

A. ____

B. ____

8. Le bête est un rhinocéros. Il est au zoo.

A. ____

B. ____

Paragraphs for French

TEACHER'S SCRIPT

I. Students read the following prose passage on a handout.

Chaque personne a une idée de ses vacances idéales. Il y a les personnes tranquilles qui cherchent le soleil chaud, la mer et les plages immenses. Il y a les romantiques qui cherchent la solitude, les îles exotiques et la musique tropicale. Il y a aussi les sportifs qui aiment la voile, le tennis et le ski nautique. D'autres préfèrent les montagnes et la nature.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by a coordinating conjunection.)

1. Chaque personne a une idée de ses vacances idéales.

2. Il y a les personnes tranquilles qui cherchent le soleil chaud, la me et les plages immenses.

3. Il y a les romantiques qui cherchent la solitude, les îles exotiques et la musique tropicale.

4. Il y a aussi les sportifs qui aiment la voile, le tennis et le ski nautique.

5. D'autres préfèrent les montagnes et la nature.

III. T-units are repeated orally, and the teacher poses simple content questions.

1. Que veulent les personnes personnes tranquilles comme vacances idéales?

2. Que cherchent les personnes qui sont romantiques?

3. Si on est sportif quelle sorte de vacances est préférable?

4. Quelles autres possibilités y a-t-il comme vacances idéales?

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

1. Il y a ...

   a. Il y a les personnes.
   b. Elles sont tranquilles.
   c. Elles cherchent le soleil.
   d. Elles cherchent la mer.
   e. Elles cherchent les plages.
   f. Les plages sont immenses.

2. Il y a ...
    a. Il y a les romantiques.
    b. Ils cherchent la solitude.
    c. Ils cherchent les îles.
    d. Les îles sont exotiques.
    e. Ils cherchent la musique.
    f. La musique est tropicale.

3. Il y a aussi ...
    a. Il y a aussi les sportifs.
    b. Ils aiment la voile.
    c. Ils aiment le tennis.
    d. Ils aiment le ski nautique.

4. D'autres ...
    a. D'autres préfèrent les montagnes.
    b. D'autres préfèrent la nature.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on second handout presents T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. ses vacances/ idéal/ une idée/ avoir/ chaque personne/

2. Il/ y/ avoir/ tranquille/ les personnel/ (rel. clause) qui/ le soleil/ la mere/ chercher/ les plages/ chaud/ immense/

3. Il/ y/ avoid/ les romantiques/ (rel. clause) qui/ exotique/ tropical/ la solitude/ les îles/ la musique/ chercher/

4. aussi/ y/ avoir/ les sportifs/ (rel. clause) qui/ la voile/ nautique/ le tennis/ le ski/ aimer/

5. préférer/ les montagnes/ d'autres/ la nature/

POUR LES ETUDIANTS

Chaque personne a une idée de ses vacances idéales. Il y a les personnes tranquilles qui cherchent le soleil chaud, la mer et les plages immenses. Il y a les romantiques qui cherchent la solitude, les îles exotiques et la musique tropicale. Il y a aussi les sportifs qui aiment la voile, le tennis et le ski nautique. D'autres préfèrent les montagnes et la nature.

Vocabulaire

la plage:	beach
la voile:	sailing
le ski nautique:	water skiing

1. ses vacances/ idéal/ une idée/ avoir/ chaque personne/
2. il/ y/ avoir/ tranquille/ les presonnes// (rel. clause) qui/ le soleil/ la mer/ chercher/ les plages/ chaud/ immense/
3. il/ y/ avoir/ les romantiques// (rel. clause) qui/ exotique/ tropical/ la solitude/ les îles/ la musique/ chercher/
4. aussi/ il/ y/ avoir/ les sportifs// (rel. clause) qui/ la voile/ nautique/ le tennis/ le ski/ aimer/
5. préfèrer/ les montagnes/ d'autres/ la nature/

TEACHER'S SCRIPT

I. Students read the following prose passage on a handout.

Pourquoi tant de pédagogues dans le vent affichent-ils un si grand mépris pour la mémorie? On nous dit qu'il est inutile d'apprendre ce que l'on trouve dans les livres. Pourquoi opposent-ils continuellement la mémoire à l'intelligence, comme si les deux facultés se nuisaient, s'excluaient? Ne peut-on pas être intelligent et avoir bonne mémoire? En pratique, ces dons sont complémentaires. La mémoire fournit à la réflexion des matériaux qu'elle assemble, qu'elle classe, sur lesquels elle médite et à l'intuition des points de départ.

II. Students having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if the sentence is joined to another by coordinating conjunction.)

1. Pourquoi tant de pédagogues dans le vent affichent-ils un si grand mépris pour la mémoire?

2. On nous dit qu'il est inutile d'apprendre ce que l'on trouve dans les livres.

3. Pourquoi opposent-ils incessement la mémoire à l'intelligence, comme si les deux facultés se nuisaient, s'excluaient?

4. Ne peut-on pas être intelligent et avoir bonne mémoire?

5. En pratique, ces dons sont complémentaires.

6. La mémoire vournit à la réflexion des matériaux, qu'elle assemble qu'elle classe, sur lesquels elle médite et à l'intuition des points de départ.

III. T-units are repeated orally, and the teacher poses simple content questions.

1. Selon l'auteur, qu'est-ce que les pédagogues méprisent?

2. Qu'est-ce qu'il est inutile d'apprendre selon quelques personnes?

3. Quels sont les deux facultés que les pédagogues "dans le vent" mettent en opposition?

4. Quels sont les dons qui sont en pratique complémentaires?

5. Que fournit la mémoire à la réflexion?

6. Que fournit-elle à l'intuition?

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that could be made complete with a few syntactic changes. Necessary syntactic changes are underlined.

1. Pourquoi tant ...
    a. Pourquoi tant de pédagogues affichent-ils un mépris.
    b. Les pédagogues sont dans le vent.
    c. Leur mépris est si grand.
    d. Leur mépris est pour la mémoire.

2. Pourquoi opposent-ils ...
    a. Pourquoi opposent-ils la mémoire à l'intelligence?
    b. Ils font ca continuellement.
    c. C'est comme si les deux facultés se nuisaient.
    d. C'est comme si les deux facultés s'excluaient.

3. Ne peut ...
    a. Ne peut-on pas être intelligent?
    b. Ne peut-on pas avoir bonne mémoire?

4. La mémoire ...
    a. La mémoire fournit des matériaux.
    b. La mémoire fournit des points de départ.
    c. Les matériaux sont fournis à la réflexion.
    d. La réflexion assemble les matériaux.
    e. La réflexion classe les matériaux.
    f. La réflexion médite sur les matériaux.
    g. Des points de départ sont fournis à l'intuition.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on second handout presents T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. pourquoi/ afficher/ dans le vent/ pour/ si grand/ tant de/ ils/ un mépris/ pédagogues/ la mémoire/ (question)

2. dire/ nous (dir. obj.)/ on// (indir. disc.) que/ inutile/ il/ d'apprendre/ être/ ce que/ l'on/ dans/ trouver/ les livres/

3. pourquoi/ incessement/ opposer à/ la mémoire/ ils/ l'intelligence// comme si/ se nuire/ s'exclure/ les facultés/ deux/ (question)

4. être/ on/ pouvoir/ ne ... pas/ mémoire/ et/ avoir/ intelligent/ bonne/ (question)

5. être/ ces dons/ en pratique/ complémentaire/

6. des matéiaux/ fournir à/ la mémoire/ la réflexion// (rel. clause) que/ assembler/ elle// (rel. clause) que/ elle/ classer// (rel. clause) sur lesquels/ méditer/ elle// et/ des points de départ/ l'intuition.

POUR LES ETUDIANTS

Pourquoi tant de pédagogues dans le vent affichent-ils un si grand mépris pour la mémoire? On nous dit qu'il est inutile d'apprendre ce que l'on trouve dans les livres. Pourquoi opposent-ils incessement la mémoire à l'intelligence, comme si les deux facultés se nuisaient, s'excluaient? Ne peut-on pas être intelligent et avoir bonne mémoire? En pratique, ces dons sont complémentaires. La mémoires fournit à la réflexion des matériaux qu'elle assemble, qu'elle classe, sur lesquels elle médite et à l'intuition des points de départ.

Vocabulaire

tant	- so many	se nuire	- to nullify
"dans le vent"	- current, up to date		
afficher (lit. ot post)	- to express	s'exclure	- to exclude
le mépris		le don	- faculty, capability
inutile	- useless	fournir	- to furnish
incessement	- incessantly	la réflexion	-
		classer	- to categorize

1. pourquoi/ afficher/ dans le vent/ pour/ si grand/ tant de/ ils/ un mépris/ pédagogues/ la mémoire/ (question)

2. dire/ nous (dir. obj.)/ on// (Indir. disc.) que/ inutile/ il/ d'apprendre/ être// ce que/ l'on/ dans/ trouver/ les livres/

3. pourquoi/ incessement/ opposer à/ la mémoire/ ils/ l'intelligence// comme si/ se nuire/ s'exclure/ les facultés/ deux/ (question)

4. être/ on/ pouvoir/ ne ... pas/ mémoire/ et/ avoir/ intelligent/ bonne/ (question)

5. être/ ces dons/ en pratique/ complémentaire/

6. des matériaux/ fournir à / la mémoire/ la réflexion// (rel. clause) que/ assembler/ elle// (rel. clause) que/ elle/ classer// (rel. clause) sur lesquels/ méditer/ elle// et/ des points de départ/ l'intuition/

TEACHER'S SCRIPT

I. Students read the following prose passage.

Regardez votre livre de français. Que font les femmes? Madame Dupont fait la cuisine, passe son temps dans les magasins, aide les enfants à faire leurs devoirs, parle beaucoup avec ses amies. Et Monsieur Dupont, que fait-il? Nous le voyons à son bureau où il dicte une lettre à sa secrétaire--une femme, bien sûr. Plus loin, nous le voyons en train de conduire sa voiture, de commander un dîner au restaurant, de donner des ordres à ses employés. Ces images de la famille française ne sont pas seulement stéréotypées, elles sont contraires à la réalité.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by coordinating conjunction.)

1. Regardez votre livre de français.
2. Que font les femmes?
3. Madame Dupont fait la cuisine.
4. Madame Dupont passe son temps dans les magasins.
5. Madame Dupont aide les enfants à faire leurs devoirs.
6. Madame Dupont parle beaucoup avec ses amies.
7. Et Monsieur Dupont, que fait-il?
8. Nous le voyons à son bureau où il dicte une lettre à sa secrétaire--une femme, bien sûr.
9. Plus loin nous le voyons en train de conduire sa voiture, de commander un dîner au restaurant, de donner des ordres à ses employés.
10. Ces images de la famille françaises ne sont pas seulement stéréotypées.
11. Elles sont contraires à la réalité.

III. T-units are repeated orally, and the teacher poses simple content questions.

1. Que fait Mme Dupont dans votre livre de français?
2. Que fait M Dupont dans votre livre de français?
3. Quelle sorte d'images de la famille française donne votre livre de français?

4. Est-ce que c'est vraisemblable?

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

1. Madame Dupont ...
    a. Madame Dupont fait la cuisine.
    b. Elle passe son temps dans les magasins.
    c. Le temps est à elle.
    d. Elle aide les enfants à faire les devoirs.
    e. Les devoirs sont à eux.
    f. Elle parle beaucoup avec les amies.
    g. Les amies sont à elle.

2. Nous le voyons ...
    a. Nous le voyons.
    b. Il est au bureau.
    c. Le bureau est à lui.
    d. Il dicte une lettre à la secrétaire—une femme, bien sûr.
    e. La scretaire est à lui.

3. Ces images ...
    a. Ces images ne sont pas seulement stéréotypées.
    b. Ces images sont celles de la famille.
    c. La famille est française.

V. In the final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on second handout presents T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. votre/ français/ ragarder/ livre (2nd pers. pl., impératif)

2. faire/ que/ les femmes (question)

3. la cuisine/ Madame Dupont/ faire/ son temps/ dans/ passer/ les magasins// aider/ leurs devoirs/ les enfants/ faire// parler/ avec/ beaucoup/ ses amies/

4. Monsieur Dupont/ et/ faire/ que/ il (question)

5. le (obj. dire)/ voir/ à son bureau/ nous// (rel. clause) où/ une lettre/ dicter à/ il/ sa secrétaire—une femme, bien sûr/

6. en train de// nous/ sa voiture/ le (obj. dire)/ plus loin/ conduire// commander/ au restaurant/ un dîner// donner à/ des ordres/ ses employés.

7. de la famille/ ne ... pas/ ces images/ français/ être/ stéréotypé/ seulement// être/ la réalité: elles/ contraire à/

POUR LES ETUDIANTS

Regardez votre livre de français. Que font les femmes? Madame Dupont fait la cuisine, passe son temps dans les magasins, aide les enfants à faire leurs devoirs, parle beaucoup avec ses amies. Et Monsieur Dupont, que fait-il? Nous les voyons à son bureau où il dicte une lettre à sa secrétaire--une femme, bien sûr. Plus loin, nous le voyons en train de conduire sa voiture, de commander un dîner au restaurant, de donner des ordres à sa employés. Ces images de la famille française ne sont pas suelement stéréotypés, elles sont contraires à la réalité.

Vocabulaire

dicter à - to dictate to
en train de - in the process of

1. votre/ français/ regarder/ livre (2nd pers. pl., impératif)
2. faire/ que/ les femmes (question)
3. la cuisine/ Madame Dupont/ faire// son temps/ dans/ passer/ les magasins// aider à/ leurs devoirs/ les enfants/ faire/ parler/ avec/ beaucoup/ ses amies/
4. Monsieur Dupont/ et/ faire/ que/ il/ (question)
5. le (obj. dir.)/ voir/ à son bureau/ nous// (rel. clause) où/ une lettre/ dicter à/ il/ sa secrétaire--une femme, bien sûr/
6. en train de// nous/ sa voiture/ le (obj. dir.)/ plus loin/ conduire// commander/ au restaurant/ un dîner// donner à/ des ordres/ ses employés/
7. de la famille/ ne ... pas/ ces images/ français/ être/ stéréotypé/ seulement// être/ la réalité/ contraire à/

TEACHER'S SCRIPT

I. Students read the following prose passage on a handout.

Philosophe athée, Sarte pense que l'homme est seul sur terre et qu'il est libre de faire tout ce qu'il veut puisque l'idée de Bien et de Mal n'existe pas cependant, pour que cette liberté profite à l'homme, il faut qu'il "s'engage," qu'il agisse et surtout qu'il prenne la responsabilité entière de ses actes. Ainsi, l'expérience de l'absurde, c'est-à-dire de "l'existence" droit être dépassée et doit tendre vers "l'être" grâce à la création ou à l'action.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by a coordinating conjunction.)

1. Philosophe athée, Sartre pense que l'homme est seul sur terre et qu'il est libre de faire tout ce qu'il veut puisque l'idée de Bien et de Mal n'existe pas.

2. Cependant, pour que cette liberté profite à l'homme, il faut qu'il "s'engage," qu'il agisse et surtour qu'il prenne la responsabilité entière de ses actes.

3. Ainsi, l'experience de l'absurde, c'est-à-dire de "l'existence" doit être dépassée et doit tendre vers "l'être" grâce à la création ou à l'action.

III. T-units are repeated orally, and the teacher poses simple content questions.

1. Que est Sartre?

2. Quelle est la position de l'homme selon Sartre?

3. Que doit faire l'homme avec sa liberté?

4. Donnez-moi un autre terme pour "l'experience de l'absurde?"

5. Selon l'auteur, est-ce qu'on doit méditer sur son existence ou est-ce qu'on doit agir sur son existence?

6. Quelles sont les deux choses qui donnet la valeur à un "être?"

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that could be made into simple sentences. Necessary syntactic changes are underlined.

1. Philosophe athée ...
   a. Sartre pense que l'homme est seul.
   b. Sartre est un philosophe athée.
   c. L'homme est sur terre.
   d. Sartre pense que l'homme est libre de faire tout ce qu'il vent.
   e. C'est parce que l'idée de Bien et de Mal n'existe pas.

2. cependant ...
    a. Il faut qu'il "s'engage."
    b. Il faut qu'il agisse.
    c. Il faut surtout qu'il prenne la responsabilité de ses actes.
    d. La responsabilité est entière.
    e. Les actes sont à lui.
    f. C'est pour que cette liberté profite à l'homme.

3. a. L'expérience doit être dépassée.
    b. L'expérience doit tendre vers "l'être."
    c. L'expérience est celle de l'absurde.
    d. "L'expérience de l'absurde" veut dire "l'existence."
    e. C'est grâce à la création.
    f. Ou c'est grâce à l'action.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on second handout presents T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. Sartre/ penser/ athée/ philosophe// (ind. disc.) que/ être/ l'homme/ terre/ seul/ sur// et/ (ind. disc.) que/ libre/ tout/ de faire/ il/ être// ce que/ vouloir/ il// (conj.) puisque/ et/ Bien/ Mal/ l'idée de/ exister/ ne ... pas/

2. cependant/ falloir/ il// que/ "s'engager"/ il// que/ agir/ il// et/ que/ surtout/ la responsabilité de/ prendre/ entier/ ses actes/ il/ (conj.) pour que/ profiter à/ cette liberté/ l'homme/

3. ainsi/ l'absurde/ dépassé/ être/ devoir/ l'expérience de/ c'est-à-dire/ "l'existence// et/ devoir/ grâce à/ ou/ l'action/ tendre/ "l'être"/ vers/ la création.

POUR LES ETUDIANTS

Philosophe athée, Sartre pense que l'homme est seul sur terre et qu'il est libre de faire tout ce qu'il veut puisque l'idée de Bien et de Mal n'existe pas; cependant, pour que cette liberté profite à l'homme, il faut qu'il "s'engage," qu'il agisse et surtout qu'il prenne la responsabilité entière de ses actes. Ainsi, l'expérience de l'absurde, c'est-à-dire de "l'existence" doit être dépassée et doit tendre vers "l'être" grâce à la création ou à l'action.

Vocabulaire

un philosophe	- philosopher	c'est-à-dire	- that is ...
athée (adj.)	- atheist	dépasser	- to go beyond
cependant	- meanwhile	tendre	- to stretch, lead
s'engager	- to commit oneself (to a cause)		
agir	- to act	vers	- to, toward
ainsi	- thus	grâce à	- because of, on account of, thanks to

1. Sartre/ penser/ athée/ philophe// (ind. disc.) que/ être/ l'homme/ terre/ seul/ sur// et/ (ind. disc.) que/ libre/ tout/ de faire/ il/ être// ce que/ vouloir/ il// (conj.) puisque/ et/ Bien/ Mal/ l'idée de/ exister/ ne ... pas/

2. cependant/ falloir/ il// que/ "s'engager"/ il// que/ agir/ il// et/ que/ surtout/ la responsabilité de/ prendre/ entier/ ses actes/ il// (conj.) pour que/ profiter à/ cette liberté/ l'homme/

3. ainsi/ l'absurde/ dépassé/ être/ devoir/ l'expérience de/ c'est-à-dire/ "l'existence// et/ devoir/ grâce à/ ou/ l'action/ tendre/ "l'être"/ vers/ la création/

TEACHER'S SCRIPT

I. Students read the following prose passage on a handout.

Le patronage scolaire a encouragé des inventions industrielles et des découvertes scientifiques, qui ont fait tant pour améliorer la condition de vie. On trouve parmi les grands noms des savants français Louis Pasteur et Pierre et Marie Curie. Deux grandes découvertes que l'on doit à Pasteur sont le vaccin contre la rage et le procédé qui porte son nom, la pasteurisation. Les Curie ont découvert le radium dont l'humanité profite toujours.

II. Students having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by coordinating conjunction.)

1. Le patronage scolaire a encouragé des inventions industrielles et des découvertes scientifiques, qui ont fait tant pour améliorer la condition de vie.

2. On trouve parmi les grands noms des savants français Louis Pasteur et Pierre et Marie Curie.

3. Deux grandes découvertes que l'on doit à Pasteur sont le vaccin contre la rage et le procédé, qui porte son nom, la pasteurisation.

4. Les Curie on découvert le radium dont l'humanité profite toujours.

III. T-units are repeated orally, and the teacher poses simple content questions.

1. Qu'est-ce qui a encouragé des inventions industrielles et des découvertes scientifiques?

2. A quoi bon les inventions et les découvertes?

3. Nommez des savants français?

4. Quelles sont les deux grandes découvertes Pasteur?

5. A qui doit-on la deçcouverte du radium?

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

1. Le patronage ...
    a. Le patronage a encouragé des inventions.
    b. Le patronage a encouragé des découvertes.
    c. Le patronage était scolaire.
    d. Les inventions étaient industrielles.

e. Les découvertes étaient scientifiques.
f. Elles ont fait tant pour améliorer la condition de vie.

2. On trouve ...
   a. On trouve parmi le noms des savants Louis Pasteur.
   b. On trouve parmi les noms des savants Pierre et Marie Curie.
   c. Les noms sont grands.
   d. Les savants sont français.

3. Deux découvertes ...
   a. Deux découvertes sont le vaccin contre la rage et le procédé, la pasteurisation.
   b. Les deux découvertes étaient grandes.
   c. L'on doit à Pasteur ces découvertes.
   d. Le procédé, la pasteurisation, porte son nom.

4. Les Curie ...
   a. Les Curie ont découvert le radium.
   b. L'humanité profite toujours du radium.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on second handout presents T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. scientifique/ scolaire/ industriel/ des découvertes/ encourager (passé comp.)/ le patronage/ des inventions// (rel. clause) qui/ tant/ pour/ de vie/ la condition/ faire (passé comp.)/ améliorer/

2. parmi/ Louis Pasteur/ les noms/ grand/ des savants/ français/ on/ Pierre Curie/ Marie Curie/ trouver/

3. Deux découvertes/ être/ grand/ contre/ le vaccin/ la rage/ la pasteurisation/ le procédé// (rel. clause) que/ devoir/ l'on/ Pasteur// (rel. clause) qui/ son/ nom/ porter/

4. découvrir (passé comp.)/ le radium/ les Curie// (rel. clause) dont/ profiter/ l'humanité/ toujours/

POUR LES ETUDIANTS

Le patronage scolaire a encouragé des inventions industrielles et des découvertes scientifiques, qui ont fait tant pour améliorer la condition de vie. On trouve parmi les grands noms des savants français Louis Pasteur et Pierre et Marie Curie. Deux grandes découvertes que l'on doit à Pasteur sont le vaccin contre la rage et le procédé, qui porte son nom, la pasteurisation. Les Curie ont découvert le radium dont l'humanité profite toujours.

Vocabulaire

le patronage	patronage	un savant	scientist
la découverte	discovery	la rage	rabies
tant (adv.)	much	le procédé	process
améliorer	to improve	profiter de	to profit from
parmi (prep.)	among		

1. scientifique/ scolaire/ industriel/ des découvertes/ encourager (passé comp.)/ le patronage/ des inventions// (rel. clause) que/ tant/ pout/ de vie/ la condition/ faire (passé comp.)/ améliorer.

2. parmi/ Louis Pasteur/ les noms/ grand/ des savants/ français/ on/ Pierre Curie/ Marie Curie/ touver/

3. deux découvertes/ être/ grand/ contre/ le vaccin/ la rage/ la pasteurisation/ le procédé// (rel. clause) que/ devoir/ l'on/ Pasteur// (rel. clause) qui/ son nom/ porter/

4. découvrir (passé comp.)/ le radium/ les Curie// (rel. clause) dont/ profiter/ l'humanité/ toujours/

MATERIALS FOR GERMAN

Control and Experimental Syllabi for German

German 103 Syllabus

Spring Quarter

1977

Texts: Der Weg zum Lesen, by Vail and Sparks, HBJ Co.

German in Review, by Vail and Sparks, HBJ Co.

March 23	GiR (German in Review) pp. 1-8 ex: pp. 9-13 orally	March 23	GiR (German in Review) pp. 1-8 ex: pp. 9-13 orally
March 24	GiR pp. 13-25 verbs ex: p. 28, No's 1-24 Der Weg p. 3 - p. 5 line 12		GiR pp. 13-25 verbs ex: p. 28, No's 1-24 Der Weg p. 3-p. 5 line 12
March 25	GiR pp. 32-37 verbs ex: p. 39 mixed drills 1-25 Der Weg: p. 5 line 13 - end		GiR pp. 32-37 verbs ex: p. 39 mixed drills 1-2 Der Weg: p. 5 line 13 - en
March 28	Pre-posttest 1		Pre-posttest 1
March 29	Pre-posttest 2 and Pre-posttest 3 in lab		Pre-posttest 2 and pre-posttest 3 in lab
March 30	Handout: Noun plus adjective, Section I: Weak adjective endings after der-words		GiR pp. 41-44 adjectives ex: p. 45 GiR pp. 50-62 drills: pp. 62-63
March 31	Handout: Noun plus adjective, Section II: Adjective endings after ein-words		GiR ex: pp. 64-67
April 1	Handout: Noun plus adjective, Section 111: Adjective-noun combinations without der- or ein-words		GiR ex: pp. 69-70 odd No's in Express in German, ex: pp. 70-72 odd No's in Drills in Genitive Patterns
April 4	Handout: Noun plus possessive Der Weg: p. 23-25 line 19		Der Weg: p. 23-29 (end)
April 5	Handout: Noun plus relative up to variation exercises Der Weg: finish p. 25		GiR pp. 204-208 relatives ex: pp. 212-213 odd number in the Express in German sentences

April 6	Handout: Noun plus relative: Variation exercises *Der Weg*: p. 27 to line 20	*GiR* pp. 213-216 relatives ex: pp. 216-217 Fill-ins ex: pp. 217-218 odd No's in Express in German *Der Weg*: p. 41
April 7	Handout: Noun plus preposition up to sentence 22 *Der Weg*: p. 27 to end	*GiR* pp. 86-95 prepositions ex: pp. 96-97 odd No's in Express in German *Der Weg*: p. 43 to line 22
April 8	Handout: Noun plus preposition: Accusative prepositions *Der Weg*: pp. 41-43 line 22	*GiR* pp. 98-100 prepositions ex: pp. 100-101 Fill-ins *GiR* pp. 102-109 prepositions ex: pp. 109-111 Fill-ins
April 11	Handout: Appositives *Der Weg*: p. 43 line 23 to end of story	*Der Weg*: p. 43 line 23 to end of story *Der Weg*: ex: p. 48 a) and b) p. 49 c) and d) odd No's in c) and d)
April 12	Handout: Adverbial structures up to Condition III	*GiR* pp. 178-183 ex: pp. 184-185 Express in German ex: p. 189 Express in German (Mixed drills)
April 13	Handout: Adverbial structures Condition III	*GiR* pp. 189-192 ex: p. 195 Express in German (odds) *GiR* pp. 195-196 ex: p. 197 Synthetic Exercise *GiR* p. 200 ex: 201-202 Express in German
April 14	Handout: Noun clauses	*Der Weg*: p. 53 - bottom of 55
April 15	Handout: Adverbial structures: time up to *bis* *Der Weg*: p. 53 - p. 55 line 3	*GiR* pp. 220-223 ex: pp. 223-224 *Der Weg*: p. 57
April 18	Handout: Adverbial structures: Time, Personalization and Sprichwörter *Der Weg*: finish p. 55	*GiR* pp. 224-231 ex: p. 233 Synthetic Exercise pp. 233-235 Express in German: No's 2, 4, 14, 16, 19 22, 23, 34, 45, 50
April 19	Handout: Adverbial structures from cause to purpose *Der Weg*: p. 57 line 19	*Der Weg*: p. 59 ex: p. 67 even questions

April 20	Handout: Coordinate sturctures up to nominals *Der Weg*: finish p. 57	*Der Weg*: pp. 69-71 line 23 ex: pp. 78-79 Questions A, B (1-4)
April 21	Handout: Coordinate structures: nominals *Der Weg*: p. 59 to line 13	*Der Weg*: p. 71 line 24 - end of story, ex: p. 79 Questions B (5, 6), C, and D
April 22	Handout: Handout: Coordinate structures: Predicates (Verbs) *Der Weg*: p. 59 line 13 to end of story	*GiR* pp. 120-130 ex: p. 133 Express in German
April 25	Handout: Coordinate Constructions between T-units	*Der Weg*: p. 81-83 line 15
April 26	*GiR* pp. 120-130 ex: p. 133 Express in German	*Der Weg*: p. 83 line 16 - 85 (end of story)
April 27	Catch up and review	Catch up and review
April 28	Midterm	Midterm
April 29	No assignment	No assignment
May 2	Paragraph *GiR* pp. 135-141 ex: 143-144 Fill-ins	*GiR* pp. 135-141 ex: pp. 143-144 Fill-ins *Der Weg*: p. 95
May 3	Paragraph *GiR* pp. 149-150 odd No's in Express in German	*GiR* pp. 149-150 odd No's in Express in German
May 4	Paragraph *GiR* pp. 150-152 ex: p. 153-154 Synthetic Exercise	*Gir* pp. 150-152 ex: pp. 153-154 Synthetic Exercise *Der Weg*: p. 97
May 5	Paragraph *Der Weg*: pp. 69-71 line 23	*Der Weg*: p. 99
May 6	*Der Weg*: p. 71 finish, p. 73	*Der Weg*: p. 101

May 9	Paragraph GiR pp. 155-160 ex. p. 160 Active - passive 1-8	GiR pp. 155-160 ex: p. 160 Active - Passive ex: pp. 161-162 Tense format (mised tenses) 1, 5, 6, 7, 1 12, 14, 15, 16, 17
May 10	Paragraph	Der Weg: 103 to line 20
May 11	Paragraph Der Weg: pp. 81-83 line 15	Der Weg: p. 103 line 21 to end of story
May 12	Paragraph GiR pp. 269-274 ex: p. 275 Fill-ins	GiR pp. 269-274 ex: p. 275 Fill-ins ex: p. 276 Synthetic Exerci odds
May 13	Der Weg: p. 83 to end	Catch up and/or review
May 16	Theme Der Weg: pp. 179-181 line 21	Theme Der Weg: pp. 179-181 line 2
May 17	Theme Der Weg: pp. 181-183 line 10	Theme Der Weg: pp. 181-183 line 1
May 18	Theme Der Weg: p. 183 to line 32	Theme Der Weg: p. 183 to line 32
May 19	Theme Der Weg: pp. 183-185 line 19	Theme Der Weg: pp. 183-185 line 1
May 20	Theme Der Weg: pp. 185-187 line 6	Theme Der Weg: pp. 185-187 line 6
May 23	Theme Der Weg: p. 187 - end of page	Theme Der Weg: p. 187 - end of pa
May 24	Theme Der Weg: p. 189 to end of story	Theme Der Weg: p. 189 to end of story
May 25	Pre-posttest 1	Pre-posttest 1
May 26	Pre-posttest 2 in lab Pre-posttest 3 in lab	Pre-posttest 2 in lab Pre-posttest 3 in lab
May 27	Review for final	Review for final

Problem Solving Exercises for German

Noun plus Adjective

Page references on adjective endings in German in Review:

1. Read pp. 41-44 (agreement in general)
2. Do drills on pp. 45-49 (der-word endings)
3. Do drills on bottom of p. 49-50 (der-words in genitive)
4. Read pp. 50-59 (adjectives after der-words, ein-words, and alone: viele, wenige, andere, einige, and mehrere: solcher and mancher)

Nouns with adjectives are, in effect, constructions where one or more sentences containing adjectives are combined with a main sentence. The following sentence illustrates how this works in English.

Kernels: 1. The man is a detective.

2. The man is tall.

The man [The man is tall] is a detective.

Combination: The tall man is a detective.

In German the combining process is similar, for the adjective comes before the noun of the main sentence after the subject and verb of the second sentence have been deleted

Kernels: 1. Der Mann ist Detektiv.

2. Der Mann ist gross.

Der Mann [Der Mann ist gross] ist Detektiv.

Combination: Der grosse Mann ist Detektiv.

The only difference in German is that the adjective has an ending that agrees in person, number, and gender with the noun it precedes.

The endings that are added on adjectives are determined by what precedes the adjective. In German there are three main adjective ending systems. Sentence pairs illustrating the first system follow.

1. Weak adjective endings after der-words

Der-words

der, die, das, die - the

dieser - this

jeder - each

welcher - which
solcher - such
mancher - many
alle - all (used in plural usually)

Singular

	Masculine	Feminine	Neuter
Nom.	der alter Mann	jede alte Dame	dieses kleine Auto
Gen.	des alten Mannes	jeder alten Dame	dieses kleinen Autos
Dat.	dem alten Mann	jeder alten Dame	diesem kleinen Auto
Acc.	den alten Mann	jede alte Dame	dieses kleine Auto

Plural

All Genders

Nom.	die neuen Bücher
Gen.	der neuen Bücher
Dat.	den neuen Büchern
Acc.	die neuen Bücher

Vocabulary not in text

breit	- wide	der Porsche	- all car names are mascl.
zauberhaft	- magic	die Platte, -n	- dish
kühl	- cool	sauber	- clean
hübsch	- pretty	schneiden (i, i)	- cut
wahr	- true	klug	- clever

Directions: Combine the following pairs of sentences by adjective constructions. Combine the adjectivs in the second sentence of each pair with the noun in the first sentence.

Example:

Kernels: 1. Dieser Fluss ist die Donau

2. Dieser Fluss ist breit.

Combination: Dieser breite Fluss ist die Donau.

Masculine singular

Nominative

1. Kernels: 1. Dieser Fluss ist der Rhein.
2. Er ist lang.
Combination: ____________________

2. K: 1. Wem gehört der Porsche?
2. Er ist neu.
C: ____________________

3. K: 1. Wem gehört der Mercedes?
2. Er ist teuer.
C: ____________________

4. K: 1. Jeder Vater liebt sein Kind.
2. Jeder Vater ist stolz.
C: ____________________

Genitive

1. Kernels: 1. Die Blumen des Gartens sind exotisch.
2. Der Garten ist zauberhaft.
Combination: ____________________

2. K: 1. Das Sommerhaus steht am Rande des Waldes.
2. Der Wald ist gross.
C: ____________________

3. K: 1. Wo sind die Eltern des Schülers?
2. Der Schüler ist arm.
C: ____________________

Dative

Directions: In the following exercises give the kernel sentences that make up the combination sentence.

Example:

Combination: Er wohnt in dem kühlen Wald.

Kernels: 1. Er wohnt in dem Wald.

2. Der Wald ist kühl.

1. C: Er fährt mit dem neuen Zug.

K: 1. ______

2. ______

2. C: Helfen Sie diesem alten Mann!

K: 1. ______

2. ______

3. C: Er dankt dem netten Lehrer.

K: 1. ______

2. ______

Accusative

1. C: Er kämpft gegen den bekannten Weltmeister.

K: 1. ______

2. ______

2. C: Sie hat etwas für den lieben Vater.

K: 1. ______

2. ______

3. C: Wollen Sie diesen brauen Anzug?

K: 1. ______

2. ______

4. C: Welchen alten Mann meinst du?

K: 1. ______

2. ______

Nominative

1. K: 1. Wann ist die Studentin zu Hause?

2. Die Studentin ist hübsch.

C: ____

2. K: 1. Die Krawatte kostet fünf Mark.

2. Die Krawatte ist braun.

C: ____

3. K: 1. Wem gehört diese Uhr?

2. Diese Uhr ist alt.

C: ____

4. K: 1. Welche Zeitung meinst du?

2. Die Zeitung ist deutsch.

C: ____

Genitive

1. C: Wer ist der Autor dieser schönen Novelle?

K: 1. ____

2. ____

2. C: Er ist Direktor der grossen Firma.

K: 1. ____

2. ____

3. C: Es ist die Geschichte einer wahren Liebe.

K: 1. ____

2. ____

Dative

1. K: 1. Der Porsche gehört der Frau.

2. Die Frau ist schlank.

C: ____

2. K: 1. Ich gebe es der Sekretärin.

2. Die Sekretärin ist neu.

C: ____

3. K: 1. Helfen Sie dieser Dame !

2. Diese Dame ist alt.

C: ____

Accusative

1. K: 1. Lege es auf diese Platte.

2. Diese Platte ist sauber.

C: ____

2. K: 1. Verstehen Sie die Frau?

2. Sie ist alt.

C: ____

3. K: 1. Zeigen Sie mir diese Speisekarte!

2. Sie ist neu.

C: ____

4. K: 1. Fahren Sie nicht durch diese Stadt!

2. Sie ist gross.

C: ____

5. K: 1. Über welche Frau sprechen Sie?

2. Sie ist schön.

C: ____

Neuter singular

Nominative

1. K: 1. Das Paket gehört mir.

2. Das Paket ist braun.

C: ____

2. K: 1. Welches Buch ist für mich?
2. Ist das Buch alt?

C: ______________________________

3. K: 1. Wie schnell fährt dieses Auto?
2. Ist dieses Auto neu?

C: ______________________________

Genitive

1. K: 1. Wer ist der Autor dieses Buches?
2. Ist dieses Buch interessant?

C: ______________________________

2. K: 1. Wer ist der Architekt des Gebäudes?
2. Ist das Gebäude hoch? (use hoh- for adjective)

C: ______________________________

3. K: 1. Wer ist der Schriftsteller dieses Schauspiels?
2. Ist dieses Schauspiel spannend?

C: ______________________________

Dative

1. K: 1. Ich habe mich mit dem Messer geschnitten.
2. Das Messer ist scharf.

C: ______________________________

2. K: 1. Er antwortet dem Mädchen.
2. Das Mädchen ist klug.

C: ______________________________

3. K: 1. Ich wohne nicht weit von diesem Hotel.
2. Dieses Hotel ist teuer.

C: ______________________________

4. K: 1. Er sitzt immer in dem Büro.
2. Das Büro ist dunkel. (use dunkl- for adjective)

C: ______________________________

1. C: Der Vater kauft ein Geschenk für das kranke Kind.

K: 1. ______________________________

2. ______________________________

2. C: Welches neue Haus meinen Sie?

K: 1. ______________________________

2. ______________________________

3. C: Ohne dieses neue Buch kann ich nicht arbeiten.

K: 1. ______________________________

2. ______________________________

II. Adjective endings after ein-words

Ein-words

ein - a, an

kein - not a, no

mein - my

dein - your

sein - his

ihr - her

sein - its

unser - our

euer - your

ihr - their

Ihr - your (polite form

Singular

	Masculine	Feminine	Neuter
Nom.	*ein alter Mann	keine alte Dame	*sein kleines Auto
Gen.	eines alten Mannes	keiner alten Dame	seines kleinen Autos
Dat.	einem alten Mann	keiner alten Dame	seinem kleinen Auto
Acc.	einen alten Mann	keine alte Dame	*sein kleines Auto

Plural

All Genders

Nom. keine neuen Bücher

Gen. keiner neuen Bücher

Dat. keinen neuen Büchern

Acc. keine neuen Bücher

Note: (1) Der-words and ein-words have the same endings except for nominative masculine and neuter singular, and neuter accusative singular.

(2) The same general rule applies to adjective endings after der- and ein-words. See stars (*) above.

Vocabulary not in text

der Hase, -n, -n	- rabbit	spannend	- exciting
der Löwe, -n, -n	- lion	das Segelboot, -es,	- sailboat
herb	- dry	malen	- paint (artist)
berühmt	- famous	fleissig	- diligent
hässlich	- terrible	brav	- nice
eichen	- oaken	stehlen (stiehlt, a, o)	- steal
stürmisch	- stormy		

Directions: Combine the following pairs of sentences by adjective constructions. The exercises are similar in format to those dealing with adjectives after der-words.

Masculine singular

Nominative

1. Kernels: 1. Ein Hase springt.

2. Er ist weiss

Comb.: ______________________________

2. K: 1. Ein Löwe frisst etwas.

2. Er ist schön.

C: ______________________________

3. K: 1. Das ist mein Wagen.

2. Der Wagen ist neu.

C: ______________________________

4. K: 1. Das ist mein Wagen.

2. Der Wagen ist deutsch.

C: ______________________________

5. K: 1. Das ist unser Wein.

2. Der Wein ist herb.

C: ______________________________

6. K: 1. Das ist kein Wein.

2. Er ist nicht gut.

C: ______________________________

Genitive

1. C: Er sitzt am Ende eines langen Tisches.

K: 1. ______________________________

2. ______________________________

2. C: Sie ist die Tochter eines berühmten Dichters.

K: 1. ______________________________

2. ______________________________

3. C: Die Farbe meines alten Autos ist hässlich.

K: 1. ______________________________

2. ______________________________

Dative

1. C: Sie schreibt ithrem lieben Mann eine Karte.

K: 1. ______________________________

2. ______________________________

2. C: So etwas gefällt ihrem nervösen Mann nicht.

K: 1. ______________________________

2. ______________________________

3. C: Ich zeige es euerem reichen Freund.

1. ______________________________

2. ______________________________

Accusative

1. K: 1. Ich kaufe einen Anzug.

2. Der Anzug ist blau.

C: ______________________________

2. K: 1. Ich kaufe einen Wagen.

2. Der Wagen ist englisch.

C: ______________________________

3. K: 1. Ich sehe meinen Freund.

2. Mein Freund ist traurig.

C: ______________________________

4. K: 1. Ich sehe ihren Vater.

2. Ihr Vater ist deprimiert.

C: ______________________________

5. K: 1. Ich will unseren Tisch verkaufen.

2. Unser Tisch ist eichen.

C: ______________________________

Feminine singular

Nominative

1. K: 1. Meine Uhr geht nicht mehr.

2. Meine Uhr ist alt.

C: ______________________________

2. K: 1. Wo liegt meine Jacke?

2. Meine Jacke ist grün.

C: ______________________________

3. K: 1. Wo ist seine Krawatte?
2. Seine Krawatte ist braun.

C: ______________________________

Genitive

1. K: 1. Er ist Direktor einer Firma.
2. Die Firma ist gross.

C: ______________________________

2. K: 1. Es ist während einer Nacht passiert.
2. Die Nacht war stürmisch.

C: ______________________________

3. K: 1. Sie ist die Tochter meiner Freundin.
2. Meine Freundin ist reich.

C: ______________________________

Dative

1. K: 1. Ich helfe meiner Schwester.
2. Meine Schwester ist krank.

C: ______________________________

2. K: 1. Er kommt aus einer Stadt.
2. Die Stadt ist klein.

C: ______________________________

3. K: 1. Der Brief ist von ihrer Schwester.
2. Ihre Schwester ist klein.

C: ______________________________

Accusative

1. C: Lesen Sie eine deutsche Zeitung:

K: 1. ______________________________

2. ______________________________

2. C: Kaufen Sie eine silbergraue Krawatte?

K: 1. ______________________________

2. ______________________________

3. C: Ich habe eine hübsche Katze.

K: 1. ______________________________

2. ______________________________

Neuter singular

Nominative

1. K: 1. Mein Buch liegt dort.

2. Es ist alt.

C: ______________________________

2. K: 1. Unser Auto kostet 10.000 Dollar.

2. Es ist neu.

C: ______________________________

3. K: 1. Das ist ein Fenster.

2. Das Fenster ist gross.

C: ______________________________

4. K: 1. Das ist sein Beispiel.

2. Sein Beispiel ist gut.

C: ______________________________

5. K: 1. Das ist kein Auto.

2. Es ist nicht schnell.

C: ______________________________

Genitive

1. K: 1. Der Garten unseres Hauses ist dort drüben.

2. Unser Haus ist neu.

C: ______________________________

2. K: 1. Was ist der Titel seines Buches?

2. Sein Buch ist spannend.

C: ____________________

3. K: 1. Die Farbe meines Autos ist schwarz.

2. Mein Auto ist alt.

C: ____________________

Dative

1. K: 1. Die Frau sitzt in deinem Zimmer.

2. Dein Zimmer ist klein.

C: ____________________

2. K: 1. Kommen Sie zu meinem Büro.

2. Mein Büro ist neu.

C: ____________________

3. K: 1. Es ist ein Brief von einem Mädchen.

2. Das Mädchen ist deutsch.

C: ____________________

Accusative

1. K: 1. Wir verkaufen unser Haus.

2. Unser Haus ist alt.

C: ____________________

2. K: 1. Wir verkaufen unser Segelboot.

2. Unser Segelboot ist blau.

C: ____________________

3. K: 1. Wir verkaufen unser Motorrad.

2. Unser Motorrad ist italienisch.

C: ____________________

4. K: 1. Er malt ein Bild.

2. Das Bild ist modern.

C: ____________________

5. K: 1. Ich kaufe ihr Sofa.

2. Ihr Sofa ist weich.

C: ____________________

Plural forms with ein- and der-words

(All genders are mixed since all endings are the same)

Nominative

1. K: 1. Diese Kinder müssen zu Hause bleiben.

2. Diese Kinder sind böse.

C: ____________________

2. K: 1. Seine Wohnungen sind am See.

2. Seine Wohnungen sind modern.

C: ____________________

3. K: 1. Alle Männer stehen früh auf.

2. Die Männer sind fleissig.

C: ____________________

4. K: 1. Solche Kinder dürfen ins Kino gehen.

2. Die Kinder sind brav.

C: ____________________

5. K: 1. Keine Kinder kommen.

2. Die Kinder sind brav.

C: ____________________

Genitive

1. K: 1. Wegen seiner Brüder darf er nicht kommen.
2. Seine Brüder sind faul.

C: ______________________________

2. K: 1. Während der Nächte bleiben wir zu Hause.
2. Die Nächte sind kalt.

C: ______________________________

Dative

1. K: 1. Er telefoniert mit meinen Freundinnen.
2. Meine Freundinnen sind spanisch.

C: ______________________________

2. K: 1. Sie kommen aus den Häusern.
2. Die Häuser sind weiss.

C: ______________________________

3. K: 1. Er hilft allen Frauen.
2. Die Frauen sind schön.

C: ______________________________

Accusative

1. K: 1. Er stiehlt meine Ringe.
2. Meine Ringe sind teuer.

C: ______________________________

2. K: 1. Ich besuche diese Städte.
2. Diese Städte sind französisch.

C: ______________________________

3. K: 1. Er kauft alle Bücher.
2. Die Bücher sind billig.

C: ______________________________

4. K: 1. Manche Lehrer sind langweilig.

2. Die Lehrer sind alt.

C: ______________________________

III. Adjective-noun combinations without der- or ein-words

There are two types of adjective-noun combinations without der- or ein-words:

1. Combinations with descriptive adjectives (e.g., red, green, big, little):

   Kaltes Bier schmeckt mir gut.

   Gute Weine sind teuer.

2. Plural combinations beginning with viele, wenige, andere, einige, and mehrere:

   Viele amerikanische Weine sind billig.

   Ich habe wenige gute Freunde.

The adjective endings are summarized in the chart below.

Singular

	Masculine	Feminine	Neuter
Nom.	heisser Kaffee	warme Suppe	kaltes Wasser
Gen.	*heissen Kaffees	warmer Suppe	*kalten Wassers
Dat.	heissem Kaffee	warmer Suppe	kaltem Wasser
Acc.	heissen Kaffee	warme Suppe	kaltes Wasser

Plural

All Genders

Nom.	frische Fische	viele alte Leute
Gen.	frischer Fische	vieler alter Leute
Dat.	frischen Fischen	vielen alten Leuten
Acc.	frische Fische	viele alte Leute

*(Note: These endings are the same as der-word endings - Chart I - except for masculine and neuter genitive singular. Viele, wenige, etc. are always plural and also have der-word endings).

Directions: Follow the endings in the chart above. Combine the pairs of sentences by reducing the second sentence to an adjective and adding it to the first sentence or breakdown the longer sentence into its kernels sentences. These two types of exercises are illustrated in the examples.

Example 1:

Kernels: 1. Ich trinke Bier gern.

2. Das Bier ist kalt.

Combination: Ich trinke kaltes Bier gern.

Example 2:

Combination: Ich esse frisches Brot gern.

Kernels: 1. Ich esse Brot gern.

2. Das Brot ist frisch.

Vocabulary not in text

schmecken - to taste, (plus dat.)
löschen - to quench
die Tinte, -n - ink
scharf - hot (foods, i.e.)

Nominative - all genders

1. K: 1. Bier schmeckt mir gut.

2. Das Bier ist hell.

C: ______________________________

2. K: 1. Freunde sind schwer zu finden.

2. Die Freunde sind gut.

C: ______________________________

3. K: 1. In dieser Stadt sind mehrere Häuser.

2. Die Häuser sind schön.

C: ______________________________

4. K: 1. Viele Mädchen sind da.

2. Die Mädchen sind nett.

C: ______________________________

5. K: 1. Wasser löscht den Durst.

2. Das Wasser ist eiskalt.

C: ______________________________

Genitive

1. K: 1. Wegen des Wetters sind wir zu Hause geblieben.

2. Das Wetter war schlecht.

C: ______________________________

2. K: 1. Er ist der Sohn der Leute.

2. Die Leute sind reich.

C: ______________________________

Dative

1. K: 1. Damen sagt man nicht nein.

2. Die Damen sind schön.

C: ______________________________

2. K: 1. Man soll Leuten helfen.

2. Die Leute sind arm.

C: ______________________________

3. K: 1. Sie schreibt mit Tinte.

2. Die Tinte ist rot.

C: ______________________________

4. K: 1. Er hat Freunde in mehreren Städten.

2. Die Stadte sind europäisch.

C: ______________________________

Accusative

1. K: 1. Ich trinke Bier gern.

2. Das Bier ist kalt.

C: ______________________________

2. K: 1. Ich esse Pizza gern.
2. Die Pizza ist scharf.
C: ____________________________________

3. K: 1. Ich esse Käse gern.
2. Der Käse ist scharf.
C: ____________________________________

4. K: 1. Ich esse Currywurst gern.
2. Die Currywurst ist scharf.
C: ____________________________________

5. K: 1. Ich lese Romane gern.
2. Die Romane sind interessant.
C: ____________________________________

6. K: 1. Sie hat mehrere Pakete.
2. Sie Pakete sind gross.
C: ____________________________________

Personalization: You will be given a pair of sentences. The second sentence will contain a series of predicated adjectives. Convert each sentence into a single sentence and place the adjectives in front of the noun. Examples of the pattern to follow are given below.

Example: Die Frau beobachtet den Mann. Der Mann ist gross, gutaussehend, und elegant

Die Frau beobachtet den grossen, gutaussehenden, eleganten Mann.

Dort steht mein Volkswagen. Er ist klein, alt, und klapperig.

Dort steht mein kleiner, alter, klapperiger VW.

Vocabulary not in text

herrlich	- beautiful, wonderful
duftend	- good smelling
bunt	- many colors
lebhaft	- lively
verrückt	- crazy

fröhlich	happy
amüsant	funny
das Märchenschloss, -es, ¨er	fairy castle
verzweifelt	desperate
traurig	sad
hoffnungslos	without hope
der Schluss, -es, ¨e	ending
das Publikum	audience
prima	great
der Bauer, -s, -n	farmer
feiern	celebrate
die Ernte, -n	harvest

1. Wo hast du die Blumen gekauft? Sie sind herrlich, duftend, und bunt.

____

2. Die Kirche steht am Marktplatz. Die Kirche ist alt, berühmt, und barock.

____

3. Haben Sie einen Kurs mit diesem Professor genommen? Der Professor ist interessant, lebhaft, und ein wenig verrückt.

____

4. Die Müllers haben eine Wohnung gemietet. Die Wohnung ist neu, teuer, gross, und modern.

____

5. Der Clown bringt alle Menschen zum Lachen. Der Clown ist klein, fröhlich, und amüsant.

____

6. Niemand hat dieses Märchenschloss jemals gefunden. Das Märchenschloss soll mysteriös, magisch, und wunderschön sein.

____

7. Die Polizei hat den Eltern geholfen. Die Eltern waren traurig, verzweifelt, und hoffnungslos.

____

8. Rheinwein ist in der ganzen Welt bekannt. Rheinwein ist kräftig, rot.

____

9. Der Schluss hat dem Publikum gefallen. Der Schluss war glücklich, aber unmöglich.

____

10. Eine Prüfung wie diese ist prima. Sie ist leicht und kurz.

____

11. Die Bauern feierten die Ernte. Die Ernte war früh und reich.

____

Personalization: Answer the following questions. Try to use adjectives in your answers. Refer to vocabulary sections for adjectives that you can use.

1. Haben Sie einen Film gesehen?

____

War der Film interessant?

____

Was könnten Sie noch über den Film safen?

____

2. Sind alle Millionäre glücklich?

____

Beschreiben Sie den Millionär von Griechenland.

____

Kennen Sie einen Millionär?

____

3. Ist T. K. Hardy's ein Ratskeller?

____

Beschreiben Sie die Atmosphäre dort.

____

Trinken manche Leute zu viel Bier dort?

____

4. Haben Sie viele Schallplatten?

____

Sind Ihre Schallplatten klassisch? Modern?

____

Gefällt Ihnen klassische Musik?

____

Nennen Sie einen berühmten klassischen Komponisten.

____

Noun plus possessive

Text reference:

1. Read pp. 53-55 on ein-words to make sure you know the possessive adjective forms (mein, dein, etc.)

See chart below.

1. The possessive adjectives, each corresponding to a personal pronoun, are:

ich	mein	my	wir	unser	our
du	dein	your	ihr	euer	your
er	sein	his			
sie	ihr	her	sie	ihr	their
es	sein	its			
Sie	Ihr	your	Sie	Ihr	your

2. The endings of the possessive adjectives are like those of Kein, agreeing with the following noun in gender, case, and number. For example:

N.		Ihr	Freund ist hier.
A.	Sie kennt	ihren	Freund gut.
D.	Sie schreibt	ihrem	Freund einen Brief.
G.	Die Schwester	ihres	Freundes ist hier.
N.		Seine	Schwester ist hier.
A.	Er kennt	seine	Schwester gut.
G.	Er schreibt	seiner	Schwester einen Brief.
D.	Der Freund	seiner	Schwester ist hier.

Unser may be contracted when inflected: mit unserm, Vater. Euer is always contracted: in eurem Haus.

Note: The possessive adjectives are extremely important and should be mastered thoroughly both as to meaning and form.

Grammar explanation: The genitive case in German corresponds to the English possessive case or to the objective case preceded by of to denote possession. This case is often used with the possessive pronouns that are given in the chart above. It is also used with der-words (der, die, das, dieser, jeder, solcher, mancher, and welcher.)

Der-word and ein-word genitive endings are the same:

Das ist das Haus meines Vaters.
Das ist das Haus des Vaters.
Das ist das Haus dieses Vaters

Now study the following sample sentences to see more examples of the genitive case used in context.

1. Der Titel meines Romans ist How to Succeed Without Trying.
2. Das Kleid des Mädchens ist grün.
3. Das Gebäude der Regierung ist sehr modern.
4. Das Fahrrad dieser Schülerin ist dort drüben.

(Note: In masculine and neuter genitive singular the noun adds an -s or -es. Sentences 1 and 2).

There is a growing tendency in German today, especially in the spoken language, to avoid the genitive and to replace it with a prepositional phrase with von. So sentences 1-4 above could have been written as follows.

1. Der Titel von meinem Roman...
2. Das Kleid von dem Mädchen...
3. Das Gebäude von der Regierung...
4. Das Fahrrad von der Schülerin...

Personalization: You will be given a sentence or question. Transform the sentence, or respond to the question, following the pattern in the examples provided below.

Example: Der Hut gehört dem Professor.

a. Das ist sein Hut.
b. Das ist der Hut des Professors.
c. Das ist der Hut von dem Professor.

Gehört die Tasche jener Frau?

a. Ja, das ist ihre Tasche.
b. Ja, das ist die Tasche jener Frau.
c. Ja, das ist die Tasche von jener Frau.

Vocabulary not in text:

der Geschmack - taste
das Aschenputtel - Cinderella (genitive case - des Aschenputtels)
die Flöhe - fleas

1. Gehört dieser Volkswagen der Dame da drüben?

a. ______________________________

b. ______________________________

c. ______________________________

2. Das Glas Bier gehört meinem Freund.

a. ______________________________

b. ______________________________

c. ______________________________

3. Dieses Gebäude gehört der Regierung.

a. ______________________________

b. ______________________________

c. ______________________________

4. Herr Klein hat keinen Geschmack. Die Krawatte gehört bestimmt Herrn Klein, nicht wahr?

a. ______________________________

b. ______________________________

c. ______________________________

5. Dieser Schuh gehört dem Aschenputtel.

a. ______________________________

b. ______________________________

c. ______________________________

6. So ein hübsches Kleid! Gehört das Kleid dem Mädchen?

a. ______________________________

b. ______________________________

c. ______________________________

Personalization: Answer the following questions in a complete sentence, using the constructions given in the example below.

Example: Der Roman heisst Buddenbrooks.
Der Roman ist von Thomas Mann geschrieben worden.

Note: The name of the authors, directors, etc. of the various works mentioned is given in parentheses.

Vocabulary not in text:

das Schauspiel - play
der Engel - angel
drehen - in this context, to make a movie or film

1. Der Roman heisst Grapes of Wrath. (John Steinbeck)

____

2. Der Roman heisst In Cold Blood. (Truman Capote)

____

3. Der Roman heisst Slaughter House Five. (Kurt Vonnegut)

____

4. Das Schauspiel heisst Wilhelm Tell. (Friedrich Schiller)

____

5. Die Oper heisst Tristan und Isolde. (Richard Wagner)

____

6. Der Film heisst Der blaue Engel. (Fritz Lang)

____

Personalization: Answer the questions below in complete sentences.

1. Nennen Sie eine berühmte Oper von Wagner.

____

2. Von wem ist der Roman Grapes of Wrath geschrieben worden?

____

3. Von wem ist der Film Der blaue Engel gedreht worden?

____

4. Wie heisst eine andere Oper von Wagner?

____

5. Von wem ist die berühmteste Symphonie in der Welt komponiert worden?

____

6. Wie heisst ein Roman von Truman Capote?

____

7. Von wem ist das Schauspiel Wilhelm Tell geschrieben worden?

____

8. Wie heisst ein bekannter Roman von Kurt Vonnegut?

Noun plus Relative

Page references in German in Review:

1. Read pp. 204-208 which explain relative clauses in general.

2. On pp. 208-211 are fill-in exercises. Do these.

Directions for exercises: Combine the following pairs of sentences with a relative pronoun chosen from the chart given below. Follow the examples, for the second sentence in each pair should become the relative clause.

Example:

K: 1. Kennst du die Frau?
2. Sie steht dort drüben.

C: Kennst du die Frau, die dort drüben steht.

Example:

K: 1. Das war der Mann.
2. Ich habe ihn gestern abend gesehen.

C: Das war der Mann, den ich gestern abend gesehen habe.

Chart of Relative Pronouns

	Masc.	Fem.	Neut.	Plural
Nom.	der	die	das	die
Acc.	den	die	das	die
Dat.	dem	der	dem	denen
Gen.	dessen	deren	dessen	deren

Note 1: Pay particular attention to the five underlined forms: they are unlike the definite article.

Vocabulary not in Text

die Rotznase, -n	- bratty kid
langweilig	- boring
reizend	- charming
jemandem etwas schuldig sein	- owe someone something
der Baustil, -s, -e	- architectural style
der Tierarzt, -es, ¨e	- vet
verletzt	- injured

Nominative

1. K: 1. Kennst du jenen Mann?

2. Er steht dort drüben.

C: ____________________

2. K: 1. Otto kommt von der Lehrerin.

2. Sie hat das Problem erklärt.

C: ____________________

3. K: 1. Das Kind ist seine Schwester.

2. Es ist eine Rotznase.

C: ____________________

Accusative

1. K: 1. Der Anzug ist altmodisch.

2. Der Clown trägt ihn.

C: ____________________

2. K: 1. Die Geschichte war sehr langweilig.

2. Wir haben sie gelesen.

C: ____________________

3. K: 1. Liest du das Buch?

2. Er hat es gebracht.

C: ____________________

Dative

1. K: 1. Dort liegt der Tiger.

2. Ich habe Angst vor ihm.

C: ____________________

2. K: 1. Die Dame ist sehr reizend.

2. Ich gebe ihr einen Mercedes.

C: ____________________

3. K: 1. Der Junge ist mein Sohn.

2. Ich bin ihm 10.00 Dollar schuldig.

C: ______________________________

Genitive

1. K: 1. Ich habe meinen Freund getroffen.

2. Ich habe sein Auto gebraucht.

C: ______________________________

2. K: 1. Dort ist die Dame.

2. Ich habe ihr Geld gefunden.

C: ______________________________

3. K: 1. Das Haus wurde 1910 gebaut.

2. Sein Baustil gefällt mir.

C: ______________________________

Plural--all genders

1. K: 1. Sehen Sie die Vögel?

2. Sie sitzen auf einem Baum.

C: ______________________________

2. K: 1. Die Hunde sind wild.

2. Ich soll sie füttern.

C: ______________________________

3. K: 1. Die Studenten sind Deutsche.

2. Ich habe ihnen für das Bier gedankt.

C: ______________________________

4. K: 1. Die Kinder laufen zum Tierarzt.

2. Ihre Katze wurde verletzt.

C: ______________________________

Relatives with prepositions

1. K: 1. Das Haus ist nicht mehr hier.
2. Ich wohnte früher in dem Haus.
C: ______________________________

2. K: 1. Der Film war gut.
2. Man spricht über den Film.
C: ______________________________

3. K: 1. Der Stuhl ist stabil.
2. Johanna sitzt auf dem Stuhl.
C: ______________________________

4. K: 1. Ist die Frau schön?
2. Man spricht von der Frau.
C: ______________________________

Directions: In the following sentences break down complex sentence into its constituent parts.

Example:

C: Die Dame, an die er geschrieben hat, ist seine Mutter.
K: 1. Die Dame ist seine Mutter.
2. Er hat an sie geschrieben.

5. C: Die Leute, von denen ich Geld bekomme, sind reich.
K: 1. ______________________________
2. ______________________________

6. C: Das Buch, in dem er liest, ist neu.
K: 1. ______________________________
2. ______________________________

7. C: Die Leute, auf die ich warte, haben sich verspätet.
K: 1. ______________________________
2. ______________________________

Page references in German in Review:

1. Read pp. 213-216 over special aspects of relatives

2. Do fill-in drill on pp. 216-217

Directions for exercise: The following pairs of sentences deal with the constructions discussed on pp. 213-216. Combine each sentence pair by using the indicated relative.

Vocabulary not in text

lösen	-	to solve
der Preis, -es, -e	-	prize
das Wort halten (ä, ie, a)		to keep your word
Bayern	-	Bavaria

1. K: 1. Man hilft mir. (wer)

2. Man wird belohnt.

C: Wer mir hilft, wird belohnt. (example)

2. K: 1. Man löst das Problem. (wer)

2. Man bekommt den Preis.

C: ______________________________

3. K: 1. Man liebt mich. (wer)

2. Man wird mir treu sein.

C: ______________________________

4. K: 1. Man kann nicht hören. (wer)

2. Man muss fühlen.

C: ______________________________

5. K. 1. Er besucht Berlin. (wo)

2. Er hat viele Freunde.

C: ______________________________

6. K: 1. Wir sind in Bayern. (wo)

2. Es gibt viele Kirchen.

C: ______________________________

7. K: 1. Alles war zu teuer. (was)

2. Ich habe etwas gekauft. (delete etwas in Combin.)

C: ______________________________

8. K: 1. Die Aussicht war das Schönste. (was)

2. Ich habe es gesehen. (delete es in combination)

C: ______________________________

9. K: 1. Ich habe alles gesehen. (wovon)

2. Du hast mir davon erzählt.

C: ______________________________

10. K: 1. Sagen Sie mir alles. (wovon)

2. Er hat davon geredet.

C: ______________________________

Sprichworter mit 'wer'(he who... , whoever...): Below is a list of proverbs or sayings commonly used by Germans. Paraphrase each one by using a relative clause construction and then try to give the English equivalent of the proverb.

Example:

German: Wer zuletzt lacht, lacht am besten.

Paraphrase: Ein Mensch, der zuletzt lacht, lacht am besten.

English: He who laughs last, laughs best.

Vocabulary not in text

schweigen (ie, ie)	-	to be quiet
zu-stimmen	-	to agree
lügen (o, o)	-	to lie
das Kalb, -s, ¨er	-	calf
die Kuh, ¨e	-	cow
säen	-	to plant
ernten	-	to harvest
mahlen	-	to grind (grain)
der Floh, -es, ¨e	-	flow
die Grube, -n	-	trench
graben (ä, u, a)	-	to dig
jagen	-	to hunt
fangen, (ä, i, a)	-	to catch
der Hase, -n, -n	-	rabbit
weinen	-	to cry

1. Wer viel redet, tut am wenigsten.

Ein Mensch, der ______________________________

He who ______________________________

2. Wer schweigt, stimmt zu.

____

3. Wer lügt, der stiehlt.

____

____

4. Wer die Kälber stiehlt, stiehlt auch die Kühe.

____

____

5. Wer nicht sät, wird nicht ernten.

____

____

6. Wer zuerst kommt, mahlt zuerst.

____

____

7. Wer mit Hunden ins Bett geht, steht mit Flöhen auf.

____

____

8. Wer andern eine Grube gräbt, fällt selbst hinein.

____

____

9. Wer zwei Hansen zugleich jagt, fängt keinen.

____

____

10. Wer heute lacht, kann morgen weinen.

____

____

Variation exercise: The following pairs of sentences can be combined by using relative clause constructions. Each pair can also be combined by using adjective constructions. Rewrite the sentence pairs below according to the example. The first sentence in each pair should remain the main clause.

Example:

Kernels: 1. Ich habe eine Katze
2. Die Katze ist weich.

Combinations: 1. Ich habe eine Katze, die weich ist.
2. Ich habe eine weiche Katze.

Vocabulary not in text

zierlich	-	delicate
die Hose, -n	-	pair of pants (eine Hose)
der Verbrecher, -s,		criminal
gefährlich	-	dangerous
hilfsbereit	-	helpful
die Wiese, -n	-	meadow
üppig	-	voluptuous

1. K: 1. Der Mann kauft die Blumen.
2. Der Mann ist gross.
C: 1. ______________________________________
2. ______________________________________

2. K: 1. Die Frau singt ein Lied.
2. Die Frau ist dick.
C: 1. ______________________________________
2. ______________________________________

3. K: 1. Das Kind spielt Fussball.
2. Das Kind ist zierlich.
C: 1. ______________________________________
2. ______________________________________

4. K: 1. Ich habe den Tiger gesehen.
2. Der Tiger war wild.
C: 1. ______________________________
2. ______________________________
5. K: 1. Er kauft die Hose.
2. Die Hose ist grün.
C: 1. ______________________________
2. ______________________________
6. K: 1. Sie sieht das Hotel.
2. Das Hotel ist mysteriös.
C: 1. ______________________________
2. ______________________________
7. K: 1. Ich folge dem Verbrecher.
2. Der Verbrecher ist gefährlich.
C: 1. ______________________________
2. ______________________________
8. K: 1. Ich danke der Lehrerin.
2. Die Lehrerin ist hilfsbereit.
C: 1. ______________________________
2. ______________________________
9. K: 1. Ich habe dem Spanier geantwortet.
2. Der Spanier war böse.
C: 1. ______________________________
2. ______________________________
10. K: 1. Die Kinder spielen auf der Wiese.
2. Die Kinder sind klein.
C: 1. ______________________________
2. ______________________________

11. K. 1. Ich kenne die Leute drüben.
2. Die Leute sind arm.
C: 1. ____________________
2. ____________________

12. K: 1. Das Flugzeug gehört jenen Männern.
2. Die Männer sind reich.
C: 1. ____________________
2. ____________________

13. K: 1. Ich spreche über das Buch.
2. Das Buch ist spannend.
C: 1. ____________________
2. ____________________

14. K: 1. Ich spreche über den Film.
2. Der Film ist ausgezeichnet.
C: 1. ____________________
2. ____________________

15. K: 1. Ich unterhalte mich mit der Frau.
2. Die Frau ist üppig.
C: 1. ____________________
2. ____________________

Variation exercise: Combine the following sentence pairs by using relative clause constructions. Then rewrite each combined sentence by using prepositional phrases. Study the example. The first sentence in each pair should be the main clause.

Example:

Kernels: 1. Der Vogel ist eine Eule.
2. Er ist in dem Kirschbaum.

Combinations: 1. Der Vogel, der in dem Kirschbaum ist, ist eine Eule.
2. Der Vogel in dem Kirschbaum ist eine Eule.

Vocabulary not in text

der Waschbär, en, en	- racoon
der Bach, -es,¨e	- stream
das Tier, -e, -e	- animal
der Leopard, -en, -en	- leopard
der Bush, -es, ¨e	- bush
das Nilpferd, -es, -e	- hippopatamus
der Fluss, -es, ¨e	- river
der Vogel, -s, ¨	- bird
der Habicht, -s, -e	- hawk
im Käfig	- in a cage
die Schlange, -n	- snake
das Zebra, -s, -s	- Zebra
der Löwe, -n, -n	- lion
der Adler, -s, -	- eagle
der Fels, -en, -en	- cliff
der Kranich, -s, -e	- crane

1. K: 1. Das Tier ist ein Waschbär.

2. Es ist am Bach.

C: 1. ______________________________

2. ______________________________

2. K: 1. Das Tier ist ein Leopard.

2. Es ist hinter dem Busch.

C: 1. ______________________________

2. ______________________________

3. K: 1. Das Tier ist ein Nilpferd.

2. Es ist im Fluss.

C: 1. ______________________________

2. ______________________________

4. K: 1. Der Vogel ist ein Habicht.

2. Er ist im Käfig.

C: 1. ______________________________

2. ______________________________

5. K: 1. Das Tier ist eine Schlange.

2. Es ist im Gras.

C: 1. ______________________________

2. ______________________________

6. K; 1. Das Tier ist ein Löwe.
2. Es ist hinter dem Zebra.
C: 1. ______________________________
2. ______________________________

7. K: 1. Der Vogel ist ein Adler.
2. Er ist auf dem Felsen.
C: 1. ______________________________
2. ______________________________

8. K: 1. Der Vogel ist ein Kranich.
2. Er ist hoch oben am Himmel.
C: 1. ______________________________
2. ______________________________

Variation exercise: Combine these sentences by using appositive constructions and relative clause constructions. The case of the appositive noun will be the same as its antecedent.

Example: 1. Morgen kommt mein Onkel.
2. Er ist ein Arzt.
Combinations: 1. Morgen kommt mein Onkel, der ein Arzt ist.
2. Morgen kommt mein Onkel, ein Arzt.

Vocabulary not in text

eng	- tight
die Eheberaterin, -nen	- marriage counselor
der Vetter, -s, -	- male cousin
der Bodensee	- name of alpine lake in South Germany

1. K: 1. Morgen kommt Bob Jones.
2. Er ist mein Freund.
C: 1. ______________________________
2. ______________________________

2. K: 1. Ich muss meinem Vetter immer helfen.
2. Er ist ein Dummkopt.

1. ______________________________

2. ______________________________(use dative)

3. K: 1. Wo liegt der Bodensee?

2. Er ist der schönste See in Deutschland.

C: 1. ______________________________

2. ______________________________

4. K: 1. Die Kleider der Dame sind zu eng.

2. Sie ist eine Eheberaterin.

C: 1. ______________________________

2. ______________________________

5. K: 1. Frau Müller arbeitet nie am Sonntag.

2. Sie ist die Kindergärtnerin.

C: 1. ______________________________

2. ______________________________

Noun Plus Preposition

Text reference:

1. Read in German in Review pp. 86-88 on function of prepositions in general.
2. Read in text pp. 88-95 on dative prepositions.
3. Do dative preposition drills on pp. 95-96 (just fillins).

Paired sentence drills: Combine the following pairs of sentences according to the model.

Example:

Kernels: 1. Der Vogel ist rot.

2. Er sitzt auf einem Baum.

Combination: Der Vogel auf einem Baum ist rot.

Vocabulary not in text

das Kleid, -s, -er	- dress
durchsichtig	- transparent
aus Filz	- made of felt
das Konto, -s, -s	- savings account
die Mühle, -n	- mill
die Heizung	- heating
der Strom, -s, ¨e	- current
ununterbrochen	- continuous
das Verlangen	- desire
die Sehnsucht	- yearning
die Entwicklung, -en	- development
die Jahrhundertwende	- turn of the century
der Erfolg, -s, -e	- success
zart	- tender
das Gebet, -s, -e	- prayer
verzweifelt	- desperate

Dative prepositions

1. K: 1. Das Kleid ist durchsichtig.

2. Das Kleid ist aus Papier.

C: ______________________________

2. K: 1. Der Hut ist grün.

2. Der Hut ist aus Filz.

C: ______________________________

3. K: 1. Der Wintermantel ist lang.

2. Er ist aus Wolle.

C: ______________________________

4. K: 1. Der Ring ist schön.

2. Er ist aus Gold.

C: ______________________________

5. K: 1. Das Haus ist sehr alt.

2. Das Haus ist aus Stein.

C: ______________________________

6. K: 1. Der Stuhl ist rot.
2. Er ist beim Bett.
C: ____

7. K: 1. Das Konto ist hoch.
2. Das Konto ist bei der Volksbank
C: ____

8. K: 1. Das Haus ist modern.
2. Das Haus ist bei der Mühle.
C: ____

9. K: 1. Die Schuhe sind schwarz.
2. Die Schuhe sind beim Schuhmacher.
C: ____

10. K: 1. Die Blutwurst ist teuer.
2. Die Blutwurst ist beim neuen Metzger.
C: ____

11. K: 1. Das Brot ist frisch.
2. Das Brot ist beim Bäcker.
C: ____

12. K: 1. Die Frau ist jung.
2. Sie ist mit dem Kind.
C: ____

13. K: 1. Das Haus ist teuer.
2. Das Haus ist mit Zentralheizung. (use mit)
C: ____

14. K: 1. Der Strom ist ununterbrochen.
2. Der Strom ist nach dem Western
C: ____

15. K. 1. Der Weg ist gefährlich.
2. Der Weg ist nach dem Westen.
C: ______________________________

16. K: 1. Das Verlangen ist gross.
2. Das Verlangen ist nach Liebe.
C: ______________________________

17. K: 1. Die Sehnsucht ist gross.
2. Die Sehnsucht ist nach Gott.
C: ______________________________

18. K: 1. Die Entwicklung ist unerklärlich.
2. Die Entwicklung ist seit der Jahrhundertwende.
C: ______________________________

19. K: 1. Das Mädchen ist schön.
2. Das Mädchen ist von guter Familie.
C: ______________________________

20. K: 1. Der Weg ist lang.
2. Der Weg ist zum Erfolg.
C: ______________________________

21. K: 1. Die Liebe ist zart.
2. Die Liebe ist zum Kind.
C: ______________________________

22. K: 1. Das Gebet ist verzweifelt.
2. Das Gebet ist zu Gott.
C: ______________________________

Text reference:

1. Read pp. 98-100 about accusative prepositions.
2. Do fill-ins drills on p. 100.

Directions for following exercises: Write out the two small sentences that make up the combination.

Example:

Combination: Der Tunnel durch den Berg ist lang.

Kernels: 1. Der Tunnel ist lang.

2. Der Tunnel geht durch den Berg.

Vocabulary not in text

der Pfeil, -s, -e	- arrow
die Tropen	- tropics
die Medizin	- medicine
der Widerstand	- resistance
der Inhalt	- content
die Grenze, -n	- border
das Gerippe, -es, -	- skeleton

Accusative prepositions

1. C: Der Pfeil durch das Herz ist scharf

K: 1. ____________________

2. ________ geht ________

2. C: Die Reise durch die Tropen ist teuer.

K: 1. ____________________

2. ________ geht ________

3. C: Der Weg durch den Park ist flach.

K: 1. ____________________

2. ____________________

4. C: Das Geschenk für meine Frau ist teuer.

K: 1. ____________________

2. ____________________

2. ______________________________

6. C: Die Rechnung für das Essen ist hoch.
K: 1. ______________________________
2. ______________________________

7. C: Er kauft Medizin gegen Kopfweh
K: 1. ______________________________
2. ______________________________

8. C: Der Kampf gegen den Hunger ist hoffnungslos.
K: 1. ______________________________
2. ______________________________

9. C: Der Widerstand gegen den Feind ist wild.
K: 1. ______________________________
2. ______________________________

10. C: Das Haus ohne Air-Conditioning ist heiss.
K: 1. ______________________________
2. ______________________________

11. C: Er spricht viele Worte ohne Inhalt.
K: 1. ______________________________
2. Seine Worte ______________________

12. C: Amerika ist ein grosses Land ohne Grenzen.
K: 1. ______________________________
2. ______________________________

13. C: Der Baum ohne Blatter ist wie ein Gerippe.
K: 1. ______________________________
2. ______________________________

14. C: Der Weg um die Stadt ist lang.
K: 1. ______________________________
2. ______________ geht ______________

Text reference for accusative-dative prepositions:

1. Read pp. 102-109 for general explanation
2. Do fill-in exercises on pp. 109-111
3. Do synthetic exercises on pp. 111-112

Directions for exercises: Look at the picture and vocabulary below. This house has a mouse in it. Construct 9 sentences using each of the following prepositions: auf, an, hinter, in, neben, über, unter, vor, zwischen. Follow the example.

Example:

Die Maus vor der Tür ist hungrig.

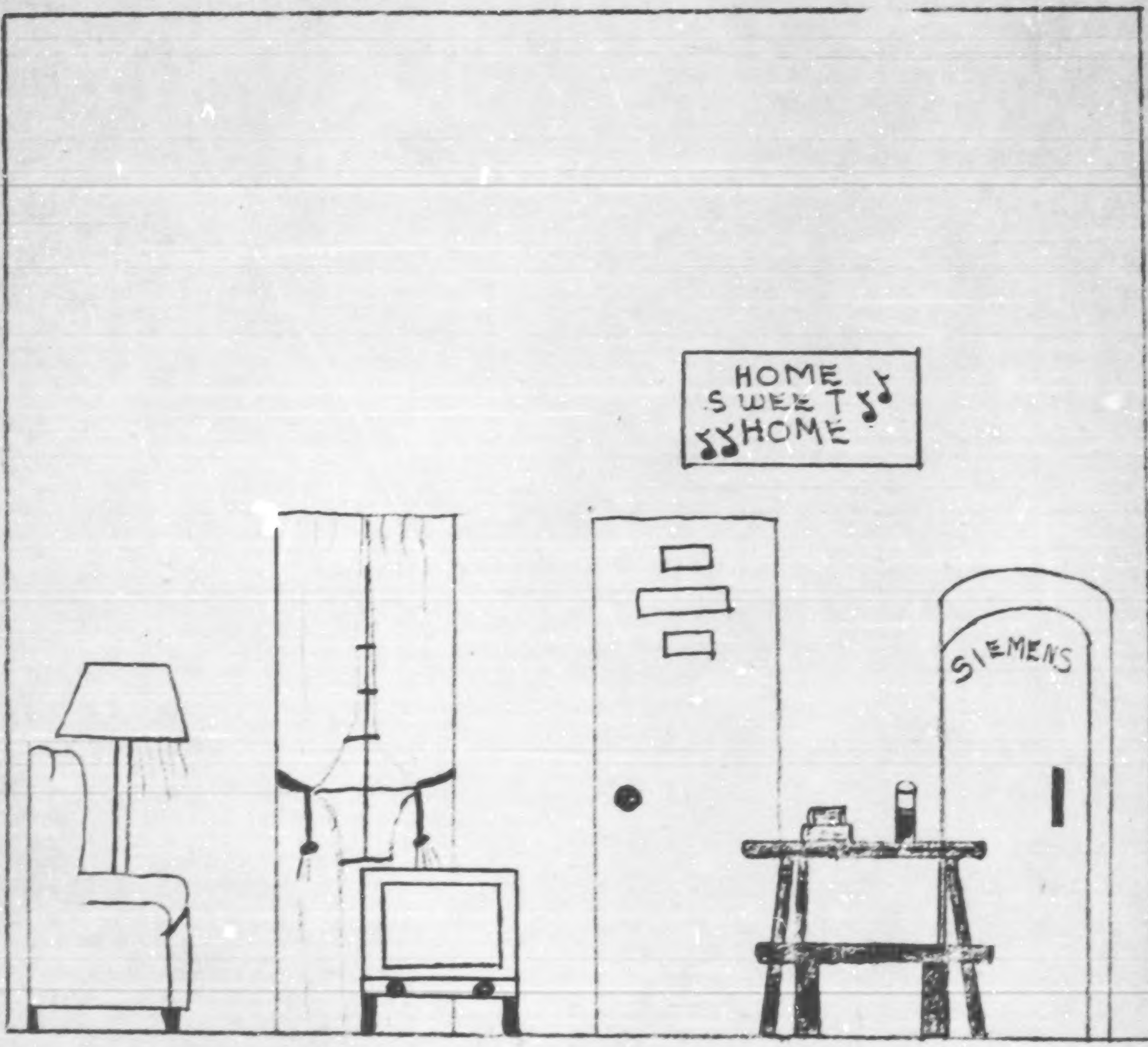
or

Die Maus hinter der Stehlampe ist braun.

Vocabulary not in text

die Maus, ¨e	-	mouse
klein	-	small
grau	-	gray
weiss	-	white
weich	-	soft
hungrig	-	hungry
ängstlich	-	afraid
das Sofa, -s	-	sofa
der Stuhl, ¨e	-	chair
die Stehlampe, -n	-	lamp
das Glas, ¨er	-	glass
der Fernsehapparat, -en	-	T. V.
das Buch, ¨er	-	book
das Fenster, -	-	window
der Kühlschrank, ¨e	-	refrig
der Vorhang, ¨e	-	curtain
das Bild, -er	-	picture
die Tür, -en	-	door
der Tisch, -e	-	table

See Picture Next Page


HOME
SWEET
HOME
SIEMENS

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

Transform each of the following pairs of sentences according to the example given below.

Example: A. Ich kenne Ilses Bruder. Er ist der Rechtsanwalt.
Ich kenne Ilses Bruder, den Rechtsanwalt.

B. Dort steht mein Kamerad. Er ist der lustigste Junge in unserer Klasse.
Dort steht mein Kamerad, der lustigste Junge in unserer Klasse.

Vocabulary not in text

überrascht - surprised
der Handwerker, -s,- - craftsman
die Schauspielerin, -nen movie star
eng - tight
die Eheberaterin, -nen - marriage counselor
toll - cool
der Soldat, -en, -en - solider
der Tourist, -en, -en - tourist

1. Morgen kommt mein Onkel. Er ist ein Doktor.

____

2. Das Auto meines Bruders ist leider kaputt gewesen. Mein Bruder ist ein Spieler.

____

3. Ich muss meinem Vetter immer helfen. Er ist ein Dummkopf. (Use Dative Case.)

____

4. Wir haben unseren Nachbar überrascht. Er ist ein Handwerker.

____

5. Wo liegt der Bodensee? Er ist der schönste See von Deutschland.

____

6. Frau Müller arbeitet nie am Sonntag. Sie ist die Kindergärtnerin.

____

7. Alle Männer haben mit der tollen Dame getanzt. Sie ist die Schauspielerin aus Paris.

____

8. Ruf doch meine Schwester an! Sie ist eine gute Sängerin.

____

9. Er kaufte Erika Blumen. Sie ist eine Krankenschwester.

____

10. Das Kind hat vor Angst geweint. Es war ein Junge.

____

11. Die Kleider der Dame sind zu eng. Sie ist eine Eheberaterin.

____

12. Er gab meinem Bruder etwas zu trinken. Mein Bruder war ein Soldat.

____

13. Jene Leute kommen in einer Stunde. Sie sind die Touristen aus Spanien.

____

14. Er besuchte die Ausstellung wegen den Professoren. Die Professoren sind Chemiker aus Schweden.

____

15. Wo hat Oskar diese Mädchen kennengelernt? Sie sind die Krankenschwestern.

____

Personalization: Convert the following groups of words into a complete sentence, following the example given below. The case that the change will require will be indicated in parentheses.

Example: A. Hier kommt...(mein Bruder/ein Student)
Hier kommt mein Bruder, ein Student. (masc. nom.)

B. Ich sehe... (Herr Braun/der Verkäufer)
(der Italiener/ein berühmter Sänger)
(die Dame/eine Millionärin)
Ich sehe Herrn Braun, den Verkäufer.(masc. acc.)
Ich sehe den Italiener, einen berühmten Sänger. (Masc. acc.)
Ich sehe die Dame, eine Millionärin. (fem. acc.)

1. Frag doch...

(Josef/der Lehrer) ______________________________ (masc. acc.)

(jene Dame/eine Sekretärin) ________________________ (fem. acc.)

(das Mädchen, ein Genie) ______________________ (neut. acct.)

2. Wo wohnt...?

(dein Bruder/der Handwerker ____________________ (masc. nom.)

(Raquel Welch/eine tolle Filmschauspielerin)

________________________ (fem. nom.)

3. Wir halfen...

(die Touristen/die Amerikaner) __________________ (dat. plural)

(jene Studenten/die ernsten Leute) _____________ (dat. Plural)

(mein Grossvater/der Kapitän) __________________ (masc. dat.)

(seine Tante, eine Autorin) ____________________ (fem. dat.)

Personalization: Answer the following questions using an appositive construction. The case required is given in parentheses. Follow the pattern outlined in the example below. Be sure you always answer with a complete sentence.

Example:

Question: Wen haben Sie gefragt? (accusative case)
Josef/der Lehrer) (Helga/die Schweizerin)

Answer: Ich habe Josef, den Lehrer, gefragt ________.

Ich habe Helga, die Schweizerin, gefragt ___.

(accusative case)

1. Gut, wen fragten Sie?
(jene Dame/die Sekretärin) Ich fragte ___________.

(Hubert/das Wunderkind) Ich fragte____________.

(meine Schwester/eine gute Sängerin)
Ich fragte___________.

(mein Vetter/ein Dummkopf)
Ich fragte___________.

(die Leute/die Touristen) Ich fragte__________.

(dative case - geben takes the dative)
2. Wem haben Sie etwas Geld gegeben?

(der Mann/ein Bettler)________________________.

(die Leute/die Ausländer)______________________.

(Josef/der Lehrer)___________________________.

(nominative case)
3. Ist das...? (Answer affirmatively - Ja, das ist...)

(Josef/der Lehrer)___________________________.

(Frau Braun/eine Polizistin)_________________.

(Hubert/das Wunderkind)____ __________________.

(genitive case)
4. Sind das die Bücher...? (Answer affirmatively - Ja, das sind die Bücher...)

(mein Bruder/ein Arzt)_______________________.

(meine Schwester/eine Studentin)______________.

(das Kind/ein Genie)*_______________________.

(die Leute/die Touristen)_____________________.

*Remember to add the genitive -s or -es to the nouns.

Noun Clauses

1. Introduction to concept of indirect discourse in English.

When I, the speaker, want to report to one person, my wife, for instance, what another person, for instance, my father has just told me over the phone, I can freely choose between two syntactical patterns:

I can use quotation marks and repeat verbatim what my father said. If he said "Fred, I am sick," I can report, Father just called and said "Fred, I am sick." Such "direct discourse" presents no problems. One simply quotes verbatim what one hears.

I may also use the "indirect discourse" pattern--that is, I may change the original statement into a dependent clause: Father just called and said he was sick. In this case the original words, "I am sick, " changed into he was sick. If the original is "I was sick last week," I may report Father just called and said he had been sick last week.

The rule governing English indirect discourse is usually formulated as follows: If the opening verb (said, told, reported, maintained, read) is in the past tense, then any present tense in the words to be reported is normally changed to past tense and any past tense (simple past, present prefect, past perfect) is normally changed to past perfect.

Schematically, this English system can be represented as follows:

	DIRECT DISCOURSE	INDIRECT DISCOURSE
Present Tense	"I am sick."	He said he was sick.
	"I have money."	He said he had money.
Any Past Tense	"I was sick."	He said he had been sick.
	"I have broken my arm."	He said he had broken his arm.
	"I had not thought of it."	He said he had not thought of it.

In learning German, you will find it helpful to regard this shift in verb forms not as a shift in tense but as a shift from the indicative to the subjunctive. You will then automatically do what you ought to do: shift from the German indicative to the German subjunctive.

II. Indirect discourse in German: statements.

In German the procedure for reporting what a person has said (told, answered, written, thought, etc.) is essentially the same as it is in English.

Compare the following sentences.

Direct discourse	Indirect discourse
Present	
1. "Ich bin krank."	Er sagte, er wäre krank.
2. "Ich wohne in München.	Er sagte, er wohnte in München.
3. "Ich kann kommen."	Er sagte, er könnte kommen.
4. "Ich habe kein Geld."	Er sagte, er hätte kein Geld.
5. "Ich fahre nach Hause."	Er sagte, er führe nach Hause.
Future	
6. "Ich werde bleiben."	Er sagte, er würde bleiben.
7. "Ich werde es tun."	Er sagte, er würde es tun.
Past	
8. "Ich war krank."	Er sagte, er wäre krank gewesen.
9. "Ich bin krank gewesen."	Er sagte, er wäre krank gewesen.
10. "Ich war krank gewesen."	Er sagte, er wäre krank gewesen.
11. "Ich habe in München gewohnt."	Er sagte, er hätte in München gewohnt.
12. "Ich konnte kommen."	Er sagte, er hätte kommen können.
13. "Ich fuhr nach Hause."	Er sagte, er wäre nach H. gefahren.

These sentences exemplify the following rules for putting direct statements into direct ones

1. Use the subjunctive II for indirect discourse verbs (see pp. 181-182 and pp. 196-198 in German in Review for forming subjunctive II).
2. If the original quotation is in the present indicative (sentences 1-5), use present subjunctive II,
3. If the original statement is in the future (sentences 6-7), use würde plus infinitive.
4. If the original quotation is in any past tense (e.g., past, pres. perf. or past perf.), use past subjunctive II (sentences 8-13).
5. Watch out for the double infinitive construction in sentences with past tense modals (e.g., sentence 12).
6. Change pronouns: "Ich bin krank." Er sagte, er ....

Example: Kernels: 1. Tengo amigas.
2. Son magnîficas.

Combination: Tengo amigas magnîficas.

1. Kernels: 1. Compran unas vacas.
2. Las vacas son gordas.

Combination:

2. K: 1. Se exhiben las flores.
2. Las flores son frescas.

C:

3. K: 1. Abren las ventanas.
2. Las ventanas son grandes.

C:

4. K: 1. Cierran las puertas.
2. Las puertas son enormes.

C:

5. K: 1. Saludan a las hijas.
2. Las hijas son tîmidas.

C:

6. K: 1. Despiden a las secretarias.
2. Las secretarias son malas.

C:

7. K: 1. Tocan las guitarras.
2. Las guitarras son españolas.

C:

Feminine Plural

Directions: In the following sentences give the kernel sentences that make up the combination sentences.

Examples: Combination: Miran las pelîculas extranjeras.

Kernels: 1. Miran las pelîculas.
2. Las pelîculas son extranjeras.

1. Combination: Reciben unas cartas interesantes.

Kernels: 1.
2.

2. C: Emplean las señales viejas.

K: 1.
2.

3. C: Se alquilan habitaciones pequeñas,

   K: 1.
   2.

4. C: Sacan unas fotos profesionales.

   K: 1.
   2.

5. C: Prefieren las tintorerías modernas.

   K: 1.
   2.

6. C: Escogen tres maletas ligeras.

   K: 1.
   2.

7. C: Recomiendan unas compañías agrícolas.

   K: 1.
   2.

Coordinate structures: (Adjectival modifiers)

Directions: You will be given a set of 2 sentences. Combine these into one sentence following the example given below.

Example: José alquila el piso. El piso es cómodo y grande.
José alquila el piso cómodo y grande.

Masculine Singular

1. Conocemos al chico. Es joven y amable.

____

2. Miramos el cuadro. Es antiguo y bonito.

____

3. Mariá aprende el baile. Es popular y típico.

____

4. El profesor señala el mapa. Es nuevo y útil.

____

5. Juana tiene una cita con el alumno. Es guapo y nervioso.

____

Feminine Singular

6. Compramos la maleta. Es ligera y bonita.

____

7. Vemos a la mujer. Es guapa y simpática.

____

8. Alquilamos la casa. Es moderna y cómoda.

____

9. El estudiante lee la poesía. Es romántica y bella.

____

10. Nos bañamos en el agua. Es fría y fresca.

____

11. Nos gusta la idea. Es interesante y nueva.

____

Masculine Plural

12. Esos son millonarios. Son trabajadores e industriosos.

____

13. Vamos a tomar los vinos. Son blancos y frescos.

____

14. ¿Conociste a mis hermanos? Son altos y rubios.

____

15. Vimos los anuncios. Fueron intersantes y pragmáticos.

____

16. ¿Compramos los libros? Son caros y difíciles.

____

17. José se quita los zapatos. Son nuevos y estrechos.

____

Feminine Plural

18. Veo a las mujeres. Son altas y morenas.

____

19. Recibo las cartas. Son interesantes y largas.

____

20. Enseño las lecciones. Son difîciles y cortas.

____

21. Lavo las casas. Son sucias y viejas.

____

22. Me compraron corbatas. Son extrañas y feas.

____

23. Tenemos muchas colecciones. Son nuevas y diferentes.

____

Adjective Modifiers: Personalization Section/Oral Drill: Answer the questions as if they were addressed to you personally.

1. ¿Conocen Vds. al chico?

____

2. Cômo es el chico?

____

3. Qué tipo de cuadro miran Vds.?

____

4. Qué está aprendiendo Marîa?

____

5. Qué me puede decir acerca del baile?

____

6. Con qué clase de persona tiene Juana una cita?

____

7. Qué tipo de maleta compraron Vds.?

____

8. Alquilan Vds. una casa?

____

9. Es cômoda la casa?

____

10. Qué clase de poesîa lee el estudiante?

____

11. Les gusta a Vds. la idea?

____

12. Por qué les gusta?

____

13. Cómo son los millonarios?

____

14. Qué tipo de vinos vamos a tomar?

____

15. Cómo son mis hermanos?

____

16. Vieron Vds. los anuncios?

____

17. Cómo les parecen?

____

18. Queremos comprar los libros?

____

19. Por qué no?

____

20. Qué hace José con los zapatos?

____

21. Por qué se los quita?

____

22. Ves a las mujeres?

____

23. Cómo son las mujeres?

____

24. Has recibido las cartas?

____

25. Son cortas las cartas?

____

26. Cómo son las lecciones que enseña el profesor?

____

27. Te gustaron las corbatas?

____

28. Por quê no te gustaron?

____

29. Cômo son nuestras colecciones?

____

NOUN PLUS ADJECTIVE

MINI ESSAY

I. Escribir 4 o 5 frases describiendo una casa que Vd. acaba de ver. (Use as many adjectives as possible.)

____

____

____

____

____

____

Page references on relatives for Foundation Course in Spanish:

1. Read pp. 289-29+.
2. Do exercises p. 292.

The relatives you will be working with are que, quien, a quien, quines, a quienes and el que, la que, los que, las que (el cual, la cual, las cuales, los cuales).

1. The relative pronoun que can replace either a person or a thing. It can function as either the subject or the object of a clause.

Ex: El señor que entró es colombiano.
The man who entered is a Colombian.

The relative pronoun que can also be used after a short preposition when it replaces a thing: Ex: El libro de que tú hablas es interesante
The book about which you speak is interesting.

The short prepositions after which que may be used are a, de, en, con.

2. The expression a quien or a quienes can be used instead of the relative pronoun que when it replaces a person and functions as the direct object of the clause:

Ex: El chico que vimos anoche es actor. or El chico a quien vimos anoche es actor.

The pronoun quien or quienes must replace a person when the pronoun functions as the object of a preposition:

Ex: El chico en quien estoy pensando habla español.
The boy about whom I amthinking speaks Spanish.

3. The relative pronouns el que, la que, los que, las que (el cual, la cual, los cuales, las cuales-with the same meaning) are used for emphasis. They are equivalent to "the one who" or "the ones who" in English.

Ex: El hombre, el que llega, es mi hermano. (Note there is a tense agreement with ser)
The man, the one who is arriving, is my brother.

We have already learned that the pronoun que is used to replace a thing after the prepositions a, de, en, and con. However with other prepositions it is necessary to use the long form of the relative pronoun.

Ex: El almacén delante del que estacionamos el coche es de mis tíos.
The store in front of which we parked the car is my uncle's.

Vocabulary not in Text: barrio/neighborhood

Noun Plus Relative

Que Directions: Combine the two kernel sentences into one using the relative pronoun que, following the model:

Kernels: 1. Conoce Vd. a aquel hombre?
2. Está allí.
C: Conoce Vd. a aquel hombre que está allí?

1. K: 1. El libro tiene un mapa de España.
2. Es nuevo.
C: ______________________________

2. K: 1. El hombre viene ahora.
2. Es mi tío.
C: ______________________________

3. K: 1. El telegrama llegó esta mañana.
2. Es de Roberto.
C: ______________________________

4. K: 1. La casa tiene un patio.
2. Es de estilo español.
C: ______________________________

5. K: 1. El joven está visitándonos.
2. Vive en México.
C: ______________________________

6. K: 1. El Sr. Gómez construyó los edificios.
2. Son modernos.
C: ______________________________

7. K: 1. Vimos al artista ayer.
2. Es famoso.
C: ______________________________

que Directions: In the following sentences make two kernel sentences from the combination sentence given. The combination sentence will use the relative que.

Ex: Combination: Ves a aquel hombre que está en la calle?
Kernels: 1. Ves a aquel hombre?
2. Está en la calle.

1. C: Conoces a esa mujer que tiene la bolsa roja?

   K: 1.
   2.

2. C: Este es el hombre que viene del campo.

   K: 1.
   2.

3. C: Hay tres muchachos que tienen el pelo rubio.

   K: 1.
   2.

4. C: Tengo dos guitarras que son de España.

   K: 1.
   2.

5. C: Recogî las maletas que tienen mi nombre.

   K: 1.
   2.

6. C: El baile que ellos acaban de bailar es difîcil.

   K: 1.
   2.

7. C: El viejo que conocimos anoche es inteligente.

   K: 1.
   2.

8. C: La revista que lleva tantas fotos es argentina.

   K: 1.
   2.

quien, a quien, quienes, a quienes

Directions: Combine the following short sentences, using quien (quienes), and a quien (quienes), following the model:

Example: 1. Vimos a la joven.
2. Es española.

C: Vimos a la joven quien es española. or
La joven a quien vimos es española.

(Note: all will have two possible combinations as in the model.)

1. K: 1. Yo saludé al joven.
   2. Es mexicano.

   C: ____________________ or ____________________

2. K: 1. Vimos a la profesora.
2. Enseña el francés.

C: ______________________ or ______________________

3. K: 1. Ella llamó a la estudiante.
2. Está enferma hoy.

C: ______________________ or ______________________

4. K: 1. Hablamos con aquellos señores.
2. Son de otra universidad.

C: ______________________ or ______________________

5. K: 1. Llamamos al médico.
2. Vino en seguida.

C: ______________________ or ______________________

6. K: 1. Estoy esperando al amigo.
2. Siempre llega tarde.

C: ______________________ or ______________________

quien, a quien, quienes, a quienes

Directions: Change the following combination sentences to two kernel sentences as shown in the model.

Model: C: El joven a quien saludé es argentino.

K: 1. Saludé al joven.
2. Es argentino.

1. C: Despedimos al profesor quien es simpático.

K: 1.
2.

2. C: Ellos abrazaron al hijo quien había vuelto.

K: 1.
2.

3. C: Mi padre empleó a la secretaria quien vino de España.

K: 1.
2.

4. C: Hablo con los estudienes quienes asisten a la escuela.

K: 1.
2.

5. C: Los niños, a quienes ella bañó, son primos suyos.

K: 1.
2.

6. C: La cantante, a quien oímos anoche, cantó bien.

K: 1.
2.

7. C: Los estudiantes, a quienes vimos ayer, son extranjeros.
K: 1.
2.

el(la) cual, los(las) cuales, el(la)que, los(las) que

Directions: Combine the following sentences making one combination sentence using the relative pronouns listed above. Follow the model. (Note: Don't forget that el cual and el que, etc. have the exact same me just that el cual, la cual, etc. are more literary than the others with que.

Model: El padre de Ana está enfermo. No puede trabajar hoy.

El padre de Ana, el cual(que) está enfermo, no puede trabajar hoy.

Vive cerca de un parque. Es muy hermoso.

El parque, cerca del cual(que) viven, es muy hermoso.

1. K: 1. La prima de Carlos saliô ayer.
2. Espera volver pronto.

C: ____

2. K: 1. El tiô de Marîa tiene una casa comercial.
2. Vive en Mêxico.

C: ____

3. K: 1. Ricardo me escribiô acerca de esas costumbres.
2. Son muy interesantes.

C: ____

4. K: 1. Dejamos el coche cerca de aquellos edificios.
2. Son muy altos.

C: ____

5. K: 1. La causa tenîa mêrito.
2. Lucharon por la causa.

C: ____

6. K: 1. El barrio es pobre.
2. Pasamos por el barrio.

C: ____

el(la) cual, los(las) cuales, el(la) que, los(las) que

Directions: Make two kernel sentences from the following combination sentences, as shown in the model:

Model: C: La madre de Ana, la cual está enfrente, enseña la clase
K: 1. La madre de Ana está enfrente.
2. Enseña la clase.

1. C: Los árboles, los cuales son muy viejos, vienen del Japón.
   K: 1.
      2.

2. C: Las maletas, las que son muy ligeras, están en el avión.
   K: 1.
      2.

3. C: El hotel, cerca del cual vivís, ya no existe.
   K: 1.
      2.

4. C: La camisa, la cual te quitaste, es de Juan.
   K: 1.
      2.

5. C: El paquete, el que envolviste, es nuevo.
   K: 1.
      2.

6. C: La iglesia, enfrente de la que está mi casa, es del siglo XVI.
   K: 1.
      2.

Relatives/Personalization Section/Oral Drill

1. ¿Es nuevo el libro que tiene un mapa de España?
2. ¿Es su tío el hombre que viene ahora?
3. ¿Es de Roberto el telegrama que llegó esta mañana?
4. ¿Es de estilo español la casa que tiene un patio?
5. ¿Vive en México el joven que está visitándonos?
6. ¿Es difícil el baile que ellos acaban de bailar?
7. ¿Es inteligente el viejo que conocimos anoche?
8. ¿Es argentina la revista que lleva tantas fotos?
9. ¿Es grande la sala que está a la derecha?
10. ¿Son modernos los edificios que construyó el Sr. Gómez?
11. ¿Es famoso el artista que vimos ayer?
12. ¿Saludaste al joven quien es mexicano?
13. ¿Vieron Vds. a la profesora quien enseña el francés?
14. ¿Llamó ella a la estudiente quien está enferma hoy?
15. ¿Hablaron Vds. con aquellos señores quienes son de otra universidad?
16. ¿Vino en seguida el médico a quien llamaron Vds.?
17. ¿Siempre llega tarde el amigo a quien estás esperando?

18. ¿Despidieron Vds. al profesor quien es simpático?
19. ¿Abrazaron ellos al hijo quien había vuelto?
20. ¿Empleó su padre a la secretaria quien vino de España?
21. ¿Hablas con los estudiantes quienes asisten a la escuela?
22. ¿Son primos suyos los niños a quienes ella bañó?
23. ¿Cantó bien la cantante a quien Vds. oyeron anoche?
24. ¿Son extranjeros los estudiantes a quienes Vds. vieron ayer?
25. ¿La prima de Carlos, la que salió ayer, ¿espera volver pronto?
26. ¿Vive en México el tío de María, el que tiene una casa comercial?
27. ¿Son muy interesantes las costumbres acerca de las cuales Ricardo te escribió?
28. ¿Son muy altos los edificios cerca de los cuales Vds. dejaron el coche?
29. ¿Tenía mérito la causa por la cual lucharon?
30. ¿Es pobre el barrio por el cual pasaron Vds.?
31. ¿De dónde son los árboles que son muy altos?
32. ¿Dónde están las maletas que son muy ligeras?
33. ¿Existe todavía el hotel cerca del cual vivía yo?
34. ¿De quién es la camiseta que me quité?
35. ¿El paquete, el cual envolví, ¿es nuevo?
36. ¿De qué siglo es la iglesia enfrente de la que está tu casa?

Variation exercise: The following pairs of sentences can be combined by using relative clause constructions. Each pair can also be combined by using adjective constructions. Rewrite the sentence pairs below according to the example. The first sentence in each pair should remain the main clause.

Example:

Kernels: 1. Tengo un reloj.
2. El reloj es viejo.

Combinations: 1. Tengo un reloj que es viejo. (relative clause)
2. Tengo un reloj viejo. (adjectival construction)

Vocabulary not in text: misterioso (mysterious), andaluza (Andalusian), comerciantes (businessmen), grueso (big, bulky), gordo (fat), fiero (wild)

1. K: 1. El empleado factura el equipaje.
   2. El empleado es gordo.

   C: 1. ______________________________
   2. ______________________________

2. K: 1. La mujer canta una canción.
   2. La mujer es bonita.

   C: 1. ______________________________
   2. ______________________________

3. K: 1. Los muchachos juegan al fûtbol.
   2. Los muchachos son jóvenes.

   C: 1. ______________________________
   2. ______________________________

4. K: 1. Yo he visto un tigre.
   2. El tigre es fiero.

   C: 1. ______________________________
   2. ______________________________

5. K: 1. El compra los zapatos.
   2. Los zapatos son negros.

   C: 1. ______________________________
   2. ______________________________

6. K: 1. Ella ve el hotel.
   2. El hotel es misterioso.

   C: 1. ______________________________
   2. ______________________________

7. K: 1. El envuelve el paquete.
   2. El paquete es grande.

   C: 1. ______________________________
   2. ______________________________

8. K: 1. Ella toma el vino.
   2. El vino es español.

   C: 1. ______________________________
   2. ______________________________

9. K: 1. El ha examinado el perro.
   2. El perro es simpâtico.

   C: 1. ______________________________
   2. ______________________________

10. K: 1. El niño nada en el lago.
    2. El lago es pequeño.

    C: 1. ______________________________
    2. ______________________________

11. K: 1. El puede tocar la guitarra.
2. La guitarra es andaluza.

C: 1. ______________________________
2. ______________________________

12. K: 1. Los senadores escuchan a los comerciantes.
2. Los comerciantes son ricos.

C: 1. ______________________________
2. ______________________________

13. K: 1. Yo conseguí el libro.
2. El libro es grueso.

C: 1. ______________________________
2. ______________________________

14. K: 1. Yo hablo acerca de la película.
2. La película es interesantes.

C: 1. ______________________________
2. ______________________________

15. K: 1. Yo me caso con la mujer.
2. La mujer es alta.

C: 1. ______________________________
2. ______________________________

Variation exercise: Combine the following sentence pairs by using relative clause constructions. Then rewrite each combined sentence by using prepositional phrases. Study the example. The first sentence in each pair should be the main clause.

Example:

Kernels: 1. El pájaro es una paloma.
2. Está en el bosque.

Combinations: El pájaro, que está en el bosque, es una paloma. (relative clause)
El pajaro en el bosque es una paloma. (prepositional phrase)

Vocabulary not in text:
león (lion), aparato (machine, aparatus), caja (box), cartero (mailman), bicho (bug), cucaracha (roach), prado (meadow), gato (cat), nubes (clouds)

1. K: 1. Este coche es un Seat.
2. Es de España.

C: 1. ______________________________
2. ______________________________

2. K: 1. Este animal es un león.
2. Está debajo del árbol.

C: 1. ______________________________
2. ______________________________

3. K: 1. Este asparato es una cámara.
2. Está dentro de la caja.

C: 1. ______________________________
2. ______________________________

4. K: 1. Este hombre es un cartero.
2. Está cerca de la puerta.

C: 1. ______________________________
2. ______________________________

5. K: 1. Aquel bicho es una cucaracha.
2. Está encima del mostrador.

C: 1. ______________________________
2. ______________________________

6. K: 1. Ese animal es un caballo.
2. Está en el prado.

C: 1. ______________________________
2. ______________________________

7. K: 1. Este animal es un gato.
2. Está fuera de la casa.

C: 1. ______________________________
2. ______________________________

8. K: 1. Aquellas cosas son nubes.
2. Están sobre las montañas.

C: 1. ______________________________
2. ______________________________

Variation exercise: Combine these sentences by using appositive constructions and relative clause constructions.

Example:

Kernels: 1. Mañana vendrá mi tío.
2. El es artista.

Combinations: 1. Mañana mi tío, el artista, vendrá. (appositive)
2. Mañana vendrá mi tío, quien es artista. (relative clause)

Vocabulary not in text: tonto (fool)
líderes (leaders)
campesinos (farmers)

1. K: 1. Aquí viene José Padilla.
2. Es mi amigo.

C: 1. ________________________________
2. ________________________________

2. K: 1. Es necesario ayudar a mi amigo.
2. Es un tonto.

C: 1. ________________________________
2. ________________________________

3. K: 1. ¿Dónde está el Amazonas?
2. Es el río más grande del mundo.

C: 1. ________________________________
2. ________________________________

4. K: 1. Los líderes de la revolución son mexicanos.
2. Son unos campesinos.

C: 1. ________________________________
2. ________________________________

5. K: 1. La señora no trabaja los domingos.
2. Es profesora de alemán.

C: 1. ________________________________
2. ________________________________

Noun Plus Prepositional Phrase

In the following exercises you will be using these prepositions taken from the text, Foundation Course in Spanish: para, con, antes de, de, a, en, sobre, como, hasta, por, acerca de, cerca de, para, sin, bajo, lejos de, frente a, dentro de.

Besides these prepositions, the following will be used in the exercises: contra (against), desde (since), durante (during), entre (between, among), execpto (except), hacia (towards), delante de (in front of), detrás de (behind), debajo de (underneath), and encima de (on top of).

Vocabulary not in text: tinta (ink)

Directions: In the following exercises make one combination sentence from the two kernel sentences given, as shown in the model.

Model: Kernels: 1. El túnel es largo.
2. El túnel por la montaña.
Combination: El túnel por la montaña es largo.

Kernels: 1. The tunnel is long.
2. The tunnel goes through the mountain.
Combination: The tunnel through the mountain is long.

1. K: 1. La pulsera es cara.
2. La pulsera está sobre la mesa.
C: ____

2. K: 1. El paquete es grande.
2. Es para mi madre.
C: ____

3. K: 1. La silla es roja.
2. La silla está cerca de la cama.
C: ____

4. K: 1. La muchacha es joven.
2. La muchacha está con el viejo.
C: ____

5. K: 1. El fonógrafo es nuevo.
2. El fonógrafo está en el cuarto.
C: ____

6. K: 1. Los zapatos son negros.
2. Los zapatos están en la zapatería.
C: ____

7. K: 1. Las joyas son caras.
2. Las joyas están en la joyería.

C: ______________________________ ______________________

8. K: 1. El cantante ha empezado a cantar.
2. El cantante está cerca del piano.

C: ____

9. K: 1. La pluma está encima de la mesa.
2. La pluma no tiene tinta.

C: ____

Noun Plus Prepositional Phrase

Directions: In the following sentences change the combination sentence given to two kernel sentences, as shown in the model.

Model: Combination: El hombre con el sombrero es alto.

Kernels: 1. El hombre es alto.
2. El hombre tiene un sombrero.

1. C: La guitarra debajo de la mesita es de Andalucía.
K: 1.
2.

2. C: El coche dentro del garaje es un coche alquilado.
K: 1.
2.

3. C: El niño sin zapatos es un indio.
K: 1.
2.

4. C: La lucha contra la contaminación del aire es difícil.
K: 1.
2.

5. C: La conversación entre Juan y Miguel fue muy amistosa.
K: 1.
2.

6. C: La casa lejos del camino es de un hombre rico.
K: 1.
2.

7. C: El banco detrás del almacén está en bancarota.
K: 1.
2.

8. C: La batalla hasta la muerte fue increíble.
K: 1.
2.

Personalization Section/Nouns plus prepositional phrases/Oral Drill

1. ¿Es cara la pulsera sobre la mesa?
2. ¿Para quién es el paquete?
3. ¿Es grande el paquete para tu madre?
4. ¿De qué color es la silla?
5. ¿Dónde está la silla?
6. ¿Es roja la silla cerca de la cama?
7. ¿Es joven o vieja la muchacha?
8. ¿Con quién está la joven?
9. ¿Es joven la muchacha con el viejo?
10. ¿Es nuevo el fonógrafo?
11. ¿Dónde está el fonógrafo nuevo?
12. ¿Es nuevo el fonógrafo en el cuarto?
13. ¿De qué color son los zapatos?
14. ¿Dónde están los zapatos negros?
15. ¿Son negros los zapatos en la zapatería?
16. ¿Valen mucho las joyas?
17. ¿Dónde están las joyas?
18. ¿Son caras las joyas en la joyería?
19. ¿Qúe empieza a hacer el cantante?
20. ¿Dónde se encuentra el cantante?
21. ¿Ha empezado a cantar el cantante cerca del piano?

22. ¿Dónde está la pluma?

23. ¿Tiene tinta la pluma encima de la mesa?

24. ¿Qué hay debaja de la mesita?

25. ¿De dónde es la guitarra?

26. ¿Es de Andalucía la guitarra debajo de la mesita?

27. ¿Alquilaron el coche dentro del garaje?

28. ¿Tiene zapatos el pobre niño?

29. ¿Es indio el niño sin zapatos?

30. ¿Es difícil lalucha contra la contaminación del aire?

31. ¿Cómo fue la conversación entre Juan y Miguel?

32. ¿De quién es la casa lejos del camino?

33. ¿Es próspero el banco detrás del almacén?

34. ¿Cómo encontró Vd. la batalla hasta la muerte?

NOUN PLUS APPOSITIVE (vocabulary not in text: hacer el papel/to play the role; jubilarse/to retire; intrépido/brave)

Directions: Combine the following kernel sentences into one combination sentence, using an appositive, as shown in the model.

Model: Kernels: 1. Miguel Valdés reparó mi coche.

2. Miguel Valdés es mecánico.

Combination: Miguel Valdés, un mecánico, reparó mi coche.

1. K: 1. Roberto Brown estudia la lección.
2. Roberto Brown es alumno.
C: ______________________________

2. K: 1. Juan Alonso facturó mi equipaje.
2. Juan Alonso es un empleado.
C: ______________________________

3. K: 1. Jimmy Carter habló con los senadores.
2. Jimmy Carter es presidente.
C: ______________________________

4. K: 1. Richard Burton hizo el papel de Hamlet.
2. Richard Burton es actor.
C: ______________________________

5. K: 1. El señor Martínez envolvió el paquete.
2. El señor Martínez es dependiente.
C: ______________________________

6. K: 1. Vicente trajo el vino.
2. Vicente es mesero.
C: ______________________________

7. K: 1. Joe Namath ganó el premio.
2. Joe Namath es futbolista.
C: ______________________________

8. K: 1. Fidel Castro habló por tres horas.
2. Fidel Castro es un comunista.
C: ______________________________

NOUN PLUS APPOSITIVE

Directions: Make two kernel sentences form the combination sentence given, as shown in the model.

Model C: Billy Graham, un gran predicador, habló a la gente.

K: 1. Billy Graham habló a la gente.
2. Billy Graham es un gran predicador.

1. C: Jimmy Carter, un conocido agricultor, ganó las eleciones.
K: 1. ______________________________
2. ______________________________

2. C: Los moros, gente de Africa, invadieron España.
K: 1. ______________________________
2. ______________________________

3. C: Jorge Washington, el primer presidente, siepre decía la verdad.
K: 1. ______________________________
2. ______________________________

4. C: Miguel y Olga, los argentinos, bailaron el tango.
K: 1. ______________________________
2. ______________________________

5. C: Pelé, el gran jugador de fútbol, ha decidido jubilarse.
K: 1. ______________________________
2. ______________________________

6. C: Sancho Panza, el escudero de Don Quixote, es una figura cómica.
K: 1. ______________________________
2. ______________________________

7. C: Rocinante, el caballo de Don Quixote, casi no podía correr.
K: 1. ______________________________
2. ______________________________

8. C: Cristóbal Colón, un intrépido italiano, descubrió el Nuevo Mund
K: 1. ______________________________
2. ______________________________

Personalization Section/Oral Drill

1. ¿Qué estudia Roberto Brown?
2. ¿Qué es Roberto Brown?
3. ¿Quién facturó el equipaje?
4. ¿Es Juan Alonso un empleado?
5. ¿Con quiénes habló Jimmy Carter?
6. ¿Qué puesto tiene Jimmy Carter ahora?
7. ¿Quién es Richard Burton?
8. ¿Qué papel famoso hizo él?
9. ¿Quién envolvió el paquete?
10. ¿Es dependiente el señor Martínez?
11. ¿Quién trajo el vino?
12. ¿De qué trabaja Vicente?
13. ¿Qué ganó Joe Namath?
14. ¿Es atleta Joe Namath?
15. ¿A qué deporte juega Joe Namath?
16. ¿Cuánto tiempo habló Fidel Castro?
17. ¿De qué partido político es él miembro?
18. ¿Ganó Jimmy Carter las elecciones?
19. ¿Qué trabajo tenía Jimmy Carter antes de ser presidente?
20. ¿Quiénes fueron los moros?
21. ¿De dónde vinieron los moros?
22. ¿Quién fue el primer presidente de los EE. UU.
23. ¿Mentía alguna vez Jorge Washington?
24. ¿Quiénes bailaron el tango?
25. ¿De qué país viene el tango?
26. ¿Por qué es famoso Pelé?
27. ¿Qué ha decidido hacer Pelé?
28. ¿De qué sirvió Sancho Panza?
29. ¿Quien fue sancho panza?
30. ¿Era Sanho Panza una figura seria?
31. ¿Cómo se Llama el caballo de Don Quixote?
32. ¿Podía correr muy bien Rocinante?
33. ¿Qué hizo Cristóbal Colón?
34. ¿Cómo era Cristóbal Colón?

cuando (when)

Directions: Combine the following kernel sentences to form one combination sentence as shown in the model. Model: Kernels: 1. Le saludo. 2. Le veo.

Combinations Le saludo cuando le veo.

1. K: 1. Te hablo. 2. Te visito.

C: ____

2. K: 1. Me pongo el abrigo. 2. Hace frío.

C. ____

3. K: 1. Me quito el sombrero. 2. Estoy en el cuarto.

C: ____

4. K: 1. Tomo agua. 2. Tengo sed.

C: ____

Mientras (while)

1. K: 1. Yo leía. 2. El estudiaba.

C: ____

2. K: 1. Juana nadaba. 2. José pescaba.

C: ____

3. K: 1. Yo comía. 2. Yo miraba la televisión.

c: ____

4. K: 1. Ella limpiaba el cuarto. 2. Ella cantaba.

C: ____

Después de (after) (note: after despues, use the infinitive form of the verb.)

1. K: 1. El compró los billetes. 2. El viajó a California.

C: ____

2. K: 1. Juan estudió la lección. 2. Juan durmió la siest

C: ______________________________

3. K: 1. Salió el avión, 2. Volvimos a casa.

C: ______________________________

4. K: 1. Fuimos de vacaciones. 2. Lavamos el coche.

C: ______________________________

Time Clauses

tan pronto como (as soon as) (Note: takes the subjunctive)

1. K: 1. El me recogerá. 2. El está listo.

C: ______________________________

2. K: 1. Te hablaré. 2. Tú llegas.

C: ______________________________

3. K: 1. Yo comeré. 2. Son las doce.

C: ______________________________

4. K: 1. Saldremos. 2. LLega el autobús.

C: ______________________________

Time Clauses-Combination to Kernels/Mixed

Directions: In the following mixed sentences, make two kernel sentences from the combination sentence given, as shown in the model.

Model: C: Cuando le veo, le hablo.

K: 1. Le veo. 2. Le hablo.

1. C: Después de bañarse, se puso la ropa.

K: 1. ______________________________

2. ______________________________

2. C: Nos sentaremos tan pronto como llegue la señora.

K: 1. ____

2. ____

3. C: Mientras los niños jugaban, la madre cocinaba.

K: 1. ____

2. ____

4. C: Cuando nieva, se cierran las escuelas.

K: 1. ____

2. ____

Personalization Section/Oral Drill /Time Clauses

1. ¿Me hablas cuando me visitas?
2. ¿Te pones el abrigo cuando hace frío?
3. ¿Te quitas el sombrero cuando estás en el cuarto?
4. ¿Tomas agua cuando tienes sed?
5. ¿Qué hacías mientras él estudiaba?
6. ¿Qué hacía Juana mientras José pescaba?
7. ¿Comían mientras miraba la televisión?
8. ¿Qué hacía ella mientras limpiaba el cuarto?
9. ¿Qué hizo él después de comprar los billetes?
10. ¿Durmió Juan la siesta después de estudiar la lección?
11. ¿Volvieron Vds. a casa después de salir el avión?
12. ¿Después de las vacaciones,¿ lavaron Vds, el coche?
13. ¿Te recogerá él tan pronto como esté listo?
14. ¿Me hablarás tan pronto como yo llegue?
15. ¿Comerás tan pronto como sean las doce?
16. ¿Saldrán Vds. tan pronto como llegue el autobús?

17. ¿Qué hizo Vd. después de bañarse?

18. ¿Se sentarán Vds, tan pronto cono llegue la señora?

19. ¿Que hacían los niños mientras la madre cocinaba?

20. ¿Se cierran las escuelas cuando nieva?

Hasta que (until)

Vocabulary not in text

1. perdón/pardon
2. dejar de/to stop
3. la cuenta/the bill
4. el postre/the dessert
5. caliente/hot
6. estar listo, a/to be ready
7. el partido/the game
8. adecuado,a/adecuate
9. el aceite/the oil
10. el termostato/the thermostat
11. dar de comer/to feed
12. el gato/the cat
13. apagar/to turn out
14. las luces/the lights

Hasta Que (until) (Grammar Ref. Lecc. 21)

Directions: In the following exercises, combine the kernel sentences into one combination sentence, as shown in the model. Note: With hasta que, the subjunctive is used if the action is indefinite and in the future, while the indicative is used if it is an accomplished fact.

Model: Kernels: 1. Roberto no llega. 2. No voy a lavar el coche.

Combination: Hasta que Roberto llegue, no voy a lavar el coche.

1. Kernels: 1. José no ha limpiado su cuarto.
2. No voy a llevarle conmigo.

Combination: (Hasta que José limpie su cuarto, no voy a llevarle conmigo.)

2. K: 1. No me has pagado el dinero.
2. No voy a prestarte más.

C: ____________________

3. K: 1. Elena no me ha pedido perdón.
2. No voy a hablarle más.

C: ____________________

4. K: 1. No voy a permitirte jugar.
2. No has estudiado suficiente.

C: ____________________

5. K: 1. No iremos al parque.
2. No ha dejado de llover.

C: ____________________

Directions: Make two kernel sentences from the following combination sentences, as shown in the model.

Model: Combination: No voy a salir hasta que llegue el autobús.

Kernels: 1. No voy a salir. 2. No ha llegado el autobús.

1. C: Ellos no van a permitirnos salir hasta que paguemos la cuenta.

K: 1. ____________________
2. ____________________

2. C: Mi novia no va a escribirme más hasta que yo le conteste.

K: 1. ____________________
2. ____________________

Hasta que (until)

Directions: Make two kernel sentences form the following combination sentences, as shown in the model.

Model: Combination: No voy a salir hasta que llegue el autobûs.

Kernels: 1. No voy a salir. 2. No ha llegado el autobûs.

1. C: Ellos no van a permitirnos salir hasta que paguemos la cuenta.

K: 1.
2.

2. C: Mi novia no va a escribirme más hasta que yo le conteste.

K: 1.
2.

3. C: El mêdico no te examinarar hasta que te quites la ropa.

K: 1.
2.

4. C: No nos darán postre hasta que terminemos de comer.

K: 1.
2.

5. C: No voy a bañarme hasta que haya agua caliente.

K: 1.
2.

Hasta que (until) Accomplished fact; Indicative

Directions: Make one combination sentence out of the following kernel sentences, as shown in the model.

Model: Kernels: 1. No fui al cine. 2. Limpiê el cuarto.

Combination: No fui al cine hasta que limpiê el cuarto.

1. K: 1. No facturê las maletas. 2. Llegaron las señoras.

C:

2. K: 1. No di un paseo. 2. Mi mujer estuvo lista.

C:

5. K: 1. No me despedí de ellos. 2. Vino el autobús.

C:

Hasta que (until) Accomplished fact; Indicative

Directions: Make two kernel sentences out of the combination sentence given, as shown in the model.

Model: Combination: No vendí la casa hasta que me dieron el precio indicado.

Kernels: 1. No vendí la casa. 2. Me dieron el precio indicado

1. C: No jugué al fútbol hasta que me examinó el médico.

K: 1.
2.

2. C: No pusiste la música hasta que llegaron los invitados.

K: 1.
2.

3. C: No me bañé hasta que encontré mi traje de baño.

K: 1.
2.

4. C: No enviaron los cheques hasta que llegó el último momento.

K: 1.
2.

5. C: Ella no preparó la comida hasta que terminó el partido.

K: 1.
2.

Hasta que (until) /Personalization/Multiple Embeddings

1. Vd. tiene un niño de cinco años. No va a permitirle jugar hasta que haga las siguientes cosas:

a. limpiar el cuarto.

b. vestirse de uniforme.

c. lavarse las manos.

d. prometer volver dentro de una hora.

Ahora bien, dígale que no va a poder jugar hasta que haga esa lista de cosas. Empiece así: "No vas a poder jugar hasta que......"

____

____

____

2. Vas a comprar un coche usado. No vas a comprar el coche hasta que ellos hagan las siguientes cosas:

a. poner llantas nuevas.

b. limpiar el coche.

c. cambiar el aceite.

d. reparar la radio.

Ahora bien, díles que no vas a comprar el coche hasta que hagan esa lista de cosas. Empieza así: "No voy a comprar el coche hasta que...."

____

____

____

3. Estás diciéndonos por qué llegaste tarde. Tienes una lista de cosas a causa de las cuales llegaste tarde:

a. bajaste el termostato.

b. diste de comer al gato.

c. fuiste al baño.

d. apagaste las luces.

Ahora bien, relátanos las razones por las cuales llegaste tarde. Empieza así: "No pude ir hasta que....."

MANNER CLAUSES/AS IF(Como si) Note: Como si always takes the imperfect subj. in Spanish. (vocabulary not in text: portarse/to behave)

Directions: Combine the two kernel sentences into one combination sentence as shown in the model. Model: Kernels: 1. José me habla. 2. No es profesor.

C: José me habla como si fuera profesor

1. K: 1. Roberto se porta mal. 2. No es un niño.

   C:

2. K: 1. Los Martínez compran coches. 2. No son millonarios.

   C:

3. K: 1. Enrique juega al fútbol. 2. No es profesional.

   C:

4. K: 1. Clara me trata bien. 2. No es mi madre.

   C:

5. K: 1. El policía me habla. 2. No tiene razón.

   C:

Manner Clauses/As if(Como si)

Directions: Make two kernel sentences out of the combination sentence given, as shown in the model. Model: María baila como si tuviera 15 años.

1. María baila. 2. No tiene 15 años.

1. C: El profesor escribe despacio como si tuviera mucho tiempo.

   K: 1.
   2.

2. C: Enrique habla de Europa como si hubiera vivido allí.

   K:

3. C: El niño sigue charlando como si no me escuchara.

   K: 1.
   2.

4. C: La radio funciona como si fuera nueva.

   K: 1.
   2.

5. C: El hombre grande levanta la mesa como si fuera ligera.

   K: 1.
   2.

MANNER CLAUSES/PERSONALIZATION SECTION/ORAL DRILL

1. ¿Se porta Roberto como si fuera un niño?
2. ¿Compran coches los Martínez como si fueran millonarios?
3. ¿Juega Enrique al fútbol como si fuera profesional?
4. ¿Te trata Clara como si fuera tu madre?
5. ¿Te habla el policía como si tuviera razón?
6. ¿Escribe despacio el profesor?
7. ¿Habla Enrique de Europa como si hubiera vivido allí?
8. ¿Cómo sique charlando el niño?
9. ¿Cómo funciona la radio?
10. ¿Cómo levanta la mesa el hombre grande?

Directions: Make one combination sentence from the two kernel sentences given, as show in the model. model: K: 1. José no podía dormir.

2. Había demasiado ruido.

C: José no podía dormir porque había demasiado ruido.

1. K: 1. María no quería bailar. 2. Estaba cansada.

C:

2. K: 1. El viejo no viajaba en avión. 2. Tenía miedo.

C:

3. K: 1. Roberto no se despertó. 2. No sonó el despertador.

C:

4. K: 1. Jorge no fue al mar. 2. No podía nadar.

C:

5. K: 1. El reloj no andaba bien. 2. Era viejo.

C:

Directions: In the following examples, change the combination sentence given to two kernel sentences, as shown in the model.
Model: C: El estudiante no escribió con la pluma porque no tenía tinta.

K: 1. El estudiante no escribía con la pluma.
2. No tenía tinta.

1. C: No fui en tren porque no quedaba ningún asiento.

K: 1.
2.

2. C: El hombre no recibió la maleta porque no la habían facturado.

K: 1.
2.

3. C: Carlos no prestó atención en clase porque tenía sueño.

K: 1.
2.

4. C: No compré la casa porque no fue muy grande.

   K: 1.
      2.

5. C: Le di dinero al hombre porque era pobre.

   K: 1.
      2.

Cause Clauses/Personalization/Oral Drills

1. ¿Por qué no quería bailar María?
2. ¿Por qué no viajaba en avión el viejo?
3. ¿Por qué no se despertó Roberto?
4. ¿Por qué no fue al mar Jorge?
5. ¿Por qué no andaba bien el reloj?
6. ¿Por qué no fuiste en tren?
7. ¿Por qué no recibió la maleta el hombre?
8. ¿Por qué no prestó atención Carlos?
9. ¿Por qué no compraste la casa?
10. ¿Por qué le diste dinero al hombre?

II. D. Condition:
If: Indicative/future

Instructions: Combine the short sentences following the model, using a "si" clause. (pp. 356-357 Lec. 24.)

Model: K: 1. Estoy cansado. 2. Voy a acostarme.

C: Si estoy cansado, voy a acostarme.

1. K: 1. El tiene el dinero. 2. Me lo dará.

C:

2. K: 1. Tú continúas charlando. 2. Vas a perder el autobús.

C:

3. K: 1. Veo a Tomás en la calle. 2. Hablo con él.

C:

4. K: 1. Ellos tienen tienpo. 2. Vendrán a vernos.

C:

5. K: 1. Luis va a México. 2. Verá muchas cosas intersantes.

C:

6. K: 1. Carlos está en su cuarto. 2. Escribirá la carta.

C:

7. K: 1. Ellos se dan prisa. 2. No perderán el autobús.

C:

8. K: 1. Marta no puede salir. 2. Me lo dirá.

C:

9. K: 1. Bárbara viene a verte. 2. La llamas por teléforo.

C:

10. K: 1. Felipe tiene frío. 2. Se pone el abrigo.

C:

11. K: 1. El va a México. 2. Me enviará varias tarjetas.

C:

12. K: 1. Suena el despertador. 2. Juan se despertará.

C:

13. K: 1. El ha escrito la composición. 2. Habrá ido al cine.

C:

14. K: 1. Luis ha traído el dinero. 2. Se lo habrá dado a Miguel.

C:

15. K: 1. Juan les ha enviado el regalo. 2. Lo habrá comprado.

C:

Adverbial Structures/Condition Present indicative/Future

Directions: Make two kernel sentences from the combination sentence given as shown in the model.

Model: C: Si estoy cansado, voy a acostarme.

K: 1. Estoy cansado.
2. Voy a acostarme.

1. C: Si yo veo a Carlos, hablo con él.

K: 1.
2.

2. C: Si recibo una carta, escribo otra.

K: 1.
2.

3. C: Si llegan a tiempo, comemos juntos.

K: 1.
2.

4. C: El gerente te da una cita si necesitas un puesto.

K: 1.
2.

5. C: Iremos esta noche si hay un baile.

K: 1.
2.

6. C: Si voy de vacaciones, nado en el mar.

K: 1.
2.

"If"/Subjunctive Clauses
"Si" Clauses (Contrary to fact): Imperfect subjunctive/conditional
Pluperfect subjunctive/conditional perfect...

Instructions: Combine the following negative short sentences to one, using the "si" clauses, following the model. (Ref. pp. 356-357).

Model: K: El no tiene el dinero. El no me lo da.

C: Si él tuviera el dinero, me lo daría.

OR El me daría el dinero si lo tuviera.

1. K: 1. Yo no estoy en su lugar. 2. No voy a hablar con esos señores.

C:

2. K: 1. Ellos no vienen mañana. 2. No lo hacen.

C:

3. K: 1. No veo a Carlos en la calle. 2. No hablo con él.

C:

4. K: 1. Ellos no tieenen tiempo. 2. No vienen a vernos.

C:

5. K: 1. Luis no va a México. 2. No ve muchas cosas interesantes.

C:

6. K: 1. Luis no está en su cuarto. 2. escribe la carta.

C:

7. K: 1. Ellos no se dan prisa. 2. Pierden el autobús.

C:

8. K: 1. Marta no puede salir. 2. Me lo dirá.

C:

9. K: 1. Bárbara no viene a verte. 2. No la llamas por teléfono.

C:

10. K: 1. Felipe no tiene frío. 2. No se pone el abrigo.

C:

11. K: 1. El no va a México. 2. No me envía varias tarjetas.

C:

12. K: 1. No suena el despertador. 2. José no se despierta.

C:

Adverbial Structures/Condition. Imperfect subjunctive/Conditional (Contrary to fact)

Directions: Make two kernel sentences from the combination sentences given, as shown in the model.

Model: C: Si él tuviera el dinero, me lo daría.

K: 1. El no tiene el dinero.
2. No me lo da.

1. C: Si yo estuviera en su lugar, iría a las montañas.

K: 1.
2.

2. C: Si José pudiera nadar, él iría a la playa.

K: 1.
2.

3. C: Si nosotros fuéramos ricos, compraríamos muchas cosas.

K: 1.
2.

4. C: Si me gustara la televisión, la miraría todas las noches.

K: 1.
2.

5. C: Si yo fuera poeta, escribiría versos bonitos.

K: 1.
2.

6. C: Tú darías un paseo por el parque si tuvieras tiempo.

K: 1.
2.

"Si" clauses--Past, contrary to fact.
Pluperfect subjunctive/conditional perfect.

Model: K: 1. Carlos no estaba en su cuarto. 2. No escribió la carta.

C: Si Carlos hubiera estado en su cuarto, habría escrito la carta.

OR Carlos habría escrito la carta si hubiera (hubiese) estado en su cuarto.

1. K: 1. Ellos no se dieron prisa. 2. Perdieron el autobús.

C:

2. K: 1. Marta no podía salir. 2. No me lo dijo.

C:

3. K: 1. Bárbara no vino a verte. 2. No la llamaste por teléfono.

C:

4. K: 1. Felipe no tenía frío. 2. No se puso el abrigo.

C:

5. K: 1. El no fue a México. 2. No me envió varias tarjetas.

C:

6. K: 1. No sonó el despertador. 2. Juan no se despertó.

C:

7. K: 1. El no escribió la composición. 2. No fue al cine.

C:

8. K: 1. Luis no trajo el dinero. 2. No se lo dió a Miguel.

C:

9. K: 1. Juan no les envió el regalo. 2. No lo compró.

C:

Adverbial structures/condition. Pluperfect subjunctive/Conditional Perfect. (Past/Contrary to fact)

Directions: Make two kernel sentences from the combination sentence given, as shown in the model.

Model: C: Si lo hubiera sabido, no habría ido.

K: 1. No lo sabía.
2. Fui.

1. C: Si ella hubiera estudiado, habría aprobado el examen.

K: 1.
2.

2. C: Si José hubiera tenido el coche, no habría tardado tanto.

K: 1.
2.

3. C: Si hubiéramos sabido la fecha, no habríamos perdido la clase.

K: 1.
2.

4. C: Si no hubiera nevado, habría venido a clase.

K: 1.
2.

5. C: Si él hubiera sido más trabajador, él habría ganado más dinero.

K: 1.
2.

6. C: Ellos habrían estudiado la lección, si hubieran comprado los libros.

K: 1.
2.

Adverbial Structures/Condition

Personalization Section/Oral Drill

1. Si él tiene el dinero, ¿te lo dará?
2. Si continúas charlando, vas a perder el autobús, ¿verdad?
3. ¿Si ves a Carlos en la calle, hablas con él?
4. ¿Vendrán a vernos si ellos tienen tiempo?
5. ¿Qué verá Luis si va a México?
6. ¿Perderán ellos el autobús si se dan prisa?
7. Si Marta no puede salir, ¿te lo dirá?
8. Si llamo a Bárbara por teléfono, ¿vendrá a verme?
9. ¿Se despertará Juan si suena el despertador?
10. ¿Les habrá enviado Juan el regalo si lo ha comprado?
11. Si recibes una carta, ¿escribes otra?

12. ¿Qué te dará el gerente si necesitas un puesto?

13. ¿Qué haces si vas de vacaciones?

14. ¿Qué harías si estuvieras en su lugar?

15. ¿Lo harían ellos si vinieran mañana?

16. ¿Hablarías con Carlos si le vieras en la calle?

17. Si fueras millonario, ¿qué comprarías?

18. ¿Te enviaría él tarjetas si fuera a México?

19. ¿Se despertaría Juan si sonara el despertador?

20. Si pudieras nadar, ¿irías a la playa?

21. Si fueras poeta, ¿escribirías versos bonitos?

22. ¿Darías un paseo por el parque si tuvieras tiempo?

23. Si Marta lo hubiera sabido, ¿te lo habría dicho?

24. ¿Habría ido él al cine si hubiera escrito la composición?

25. ¿Habría tardado tanto José si hubiera tenido el coche?

26. ¿Habrías venido a clase si no hubiera nevado?

27. Si ellos hubieran comprado los libros, ¿habrían estudiado la lección?

CONCESSION CLAUSES (II E)

Although--aunque--(ref. grammar p. 308).

Instructions: Combine the short sentences into one using aunque as in the models. The models show aunque followed by the indicative if an accomplished fact is indicated, and by the subjunctive if the action is yet to happen.

Model: K: 1. Está lloviendo. 2. Yo saldré. (It is raining. I shall leave.)

C: Aunque está lloviendo, yo saldré. (Even though it is raining, I shall leave.)

OR Yo saldré aunque está lloviendo. (I shall leave, although it is raining).

Model 2: K: 1. Puede que llueva. 2. Yo saldré. (It may rain. I shall leave).

C: Aunque llueva, yo saldré. (Although it may rain, I shall leave).

OR Yo saldré aunque llueva. (I shall leave, even though it may rain).

---

1. K: 1. No está aquí mi hermano. 2. Voy al parque.

C:

2. K: 1. No he traído los libros. 2. Voy a clase.

C:

3. K: 1. Tengo mucho que hacer. 2. Vengo temprano.

C:

4. K: 1. Puede que haga frío. 2. Yo empezaré a trabajar.

C:

5. K: 1. Puede que digan que no. 2. Yo lo haré.

Concession Clauses

Directions: Make two kernel sentences out of the combination sentence given, as shown in the model:

Model: Combination: Aunque está lloviendo, voy al parque.

Kernels: 1. Está lloviendo.

2. Voy al parque.

1. C: Aunque el avión llegue tarde, yo te esperaré.

   K: 1.
   2.

2. C: Aunque no puedo nadar, voy a la playa.

   K: 1.
   2.

3. C: Voy a pedirle dinero a mi padre aunque me diga que no.

   K: 1.
   2.

4. C: José va a ver la película aunque no le gusta.

   K: 1.
   2.

5. C: Aunque no tiene frío, Ricardo se pone el abrigo.

   K: 1.
   2.

6. C: Aunque Carlos y María no estén aquí, voy a tener una fiesta.

   K: 1.
   2.

Concession Clauses Personalization/Oral Drill

1. ¿Vas al parque aunque no está aquí tu hermano?
2. ¿Vas a la clase aunque no has traído los libros?
3. ¿Vienes temprano aunque tienes mucho que hacer?
4. ¿Empezarás a trabajar aunque haga frío?
5. ¿Lo harás aunque digan que no?
6. ¿Me esperarás aunque llegue tarde el avión?
7. Aunque tu padre te diga que no, ¿Vas a pedirle dinero?
8. ¿Vas a la playa aunque no puedes nadar?
9. ¿Va Juan a ver la película aunque no le gusta?
10. ¿Se pone Ricardo el abrigo aunque no tiene frío?
11. ¿Vas a tener una fiesta aunque Carlos y María no estén aquí?

DEGREE CLAUSES (tan...como) (as...as) (ref. grammar, Lecc. 3)

Directions: Combine the two kernel sentences into one following example.

Model: K: Juan es inteligente. María es inteligente también.

C: Juan es tan inteligente como María.

1. K: 1. Roberto es trabajador. 2. Su hermano es trabajador también.

C:

2. K: 1. Juana es bonita. 2. Laura es bonita también.

C:

3. K: 1. La lección primera es sencilla. 2. La lección dos es sencilla también.

C:

4. K: 1. Mi ejercicio es difícil. 2. Tu ejercicio es difícil también.

C:

(-er than) (más & que) (más & adj. or adv.) COMPARISION

Model: K: 1. El Guadalquivir es largo. 2. El Misisipí es más largo.

C: El Misisipí es más largo que el Guadalquivir.

English: The Guadalquivir is long. The Mississippi is longer.

C: The Mississippi is longer than the Guadalquivir.

1. K: 1. La pulsera es cara. 2. El reloj es más caro.

C:

2. K: 1. La maleta es ligera. 2. La carta es más ligera.

C:

3. K: 1. Clara es cortés. 2. Margarita es más cortés.

C:

DEGREE CLAUSES

Directions: Make two kernel sentences from the combination sentence as given, as shown in the model.

Model: C: José es tan trabajador como Juan.

K: 1. Juan es trabajador. 2. Juan es trabajador también.

1. C: Roberto es tan rico como María.

K: 1.
2.

2. C: Este parque es tan bonito como el otro.

K: 1.
2.

3. C: Mi coche es tan nuevo como el tuyo.

K: 1.
2.

(más...que) (-er than)

1. C: Esta biblioteca es más grande que la mía.

K: 1.
2.

2. C: Este libro es más viejo que ése.

K: 1.
2.

3. C: Este segundo cuarto es más limpio que el primero.

K: 1.
2.

DEGREE CLAUSES

PERSONALIZATION/ORAL DRILLS

1. ¿Es Roberto tan trabajador como su hermano?
2. ¿Es Laura tan bonita como Juana?
3. ¿Es la lección primera tan sencilla como la segunda?
4. ¿Es tu ejercicio tan difícil como el mío?
5. ¿Es Roberto tan rico como María?
6. ¿Es este porque tan bonito como el otro?
7. ¿Es tu coche tan nuevo como el mío?
8. ¿Es más caro el reloj que la pulsera?
9. ¿Es más ligera la carta que la maleta?

10. ¿Es más cortés Margarita que Laura?

11. ¿Es más viejo ese libro que éste?

12. ¿Es más grande esta biblioteca que la mía?

13. ¿Es más limpio el segundo cuarto que el primero?

PURPOSE CLAUSES (IIG) (para que) (so that)

Directions: Combine the following kernel sentences as is done in the model to form a larger sentence using para que. Note: the subjunctive is always used after para que. (ref. pp. 308-309)

Model: K; 1. El quiere un coche. 2. El puede conducir a México.

C: El quiere un coche para que él pueda conducir a México.

1. K: 1. Yo te doy cinco dólares. 2. Puedes comprar un regalo.

C:

2. K: 1. Su padre le dará un cheque. 2. Ella hará el viaje.

C:

3. K: 1. Te traigo el libro. 2. Lees el cuento.

C:

4. K: 1. Pongo la radio. 2. Ellos oyen la música.

C:

5. K: 1. Le enseño la lección. 2. El saca buenas notas.

C:

6. K: 1. La acompaño. 2. Ella se alegrará.

C:

7. K: 1. Le doy cinco dólares. 2. está contento.

C:

8. K: 1. Le recojo a tiempo. 2. No pierde el avión.

C:

PURPOSE CLAUSES p.

Directions: Make two kernel sentences from the combination sentence given, as shown in the model.

Model: C: Le doy a Juan mi libro para que pueda estudiar.

K: 1. Le doy a Juan mi libro. 2. Podrá estudiar.

1. C: Le compro a mi hijo un despertador para que se despierta temprano.

K: 1.
2.

7. K: 1. Llevé a mi hijo al lago. 2. Se bañó.

C:

8. K: 1. Me levanté. 2. Yo podía vestirme.

C:

9. K: 1. Vicente se quedó en cama. 2. Su salud mejoró.

C:

PURPOSE CLAUSES (para que) (so that) Past/imperfect subjunctive

Directions: Make two kernel sentences from the combination sentence given, as shown in the model.

Model: C: La llevé al club para que se divirtiera.

K: 1. La llevé al club. 2. Se divirtió.

1. C: Llevé a Juanita al aeropuerto para que pudiera coger el avión.

K: 1.
2.

2. C: Te traje el examen para que pudieras ver las preguntas.

K: 1.
2.

3. C: Ayer le envié el regalo a mi madre para que lo recibiera a tiempo.

K: 1.
2.

4. C: Te preparé la comida para que estuvieras contento.

K: 1.
2.

5. C: Les dí el dinero para que pudieran comprar los billetes.

K: 1.
2.

PURPOSE CLAUSES/PERSONALIZATION/ORAL DRILL

1. ¿Para qué te doy cinco dólares?

2. ¿Le dará un cheque tu padre para que haga el viaje?

3. ¿Te traigo el libro para que lo leas?

4. ¿Qué hago para que ellos oigan la música?

5. ¿Qué le enseño para que él saque buenas notas?

6. ¿Se alegrará ella si la acompaño?

7. ¿Qué le doy a él para que esté contento?

8. ¿Qué tengo que hacer para que él no pierda el avión?

9. ¿Qué le compro a mi hijo para que se despierte temprano?

10. ¿Qué te traigo para que vayas en avión?

11. ¿En qué insisto para que mis alumnos aprendan más?

12. ¿Qué le doy para que él reciba más dinero?

13. ¿Adónde vamos para que mi hija pueda jugar en los árboles?

14. ¿Cómo te llevé para que cogieras el autobús?

15. ¿Te buscaba José para que lo hicieras?

16. ¿Recogió Miguel las maletas para que Tomás las facturara?

17. ¿Llevaste el traje a la tintorería para que lo limpiaran?

18. ¿Hablaste muy despacio para que te entendieran?

19. ¿Fuiste al médico para que te examinara?

20. ¿Llevaste a tu hijo al lago para que se bañara?

21. Te afeitaste para que luego pudieras vestirte?

22. ¿Se quedó Vicente en cama para que mejorara su salud?

23. ¿Llevaste a Juanita al aeropuerto para que pudiera coger el avión?

24. ¿Le enviaste el regalo a tu madre para que lo recibiera a tiempo?

25. ¿Les diste el dinero para que pudieran comprar los billetes?

2. C: Te traigo el billete para que vayas en avión.

   K: 1.
      2.

3. C: Insisto en hablar en español para que mis alumnos aprendan más.

   K: 1.
      2.

4. C: Le doy el puesto para que reciba más dinero.

   K: 1.
      2.

5. C: Voy al parque para que mi hija pueda jugar en los árboles.

   K: 1.
      2.

PURPOSE CLAUSES (para que) (so that) past/imperfect subjunctive

Grammar ref. sequence of tenses, p. 325.

Directions: Make one combination sentence of the two kernel sentences given, as shown in the model.

Model: K: 1. Les vendí los libros. 2. Aprendieron la lección.

C: Les vendí los libros para que aprendieran (aprendiesen) la lección.

1. K: 1. Te llevé en el coche. 2. Cogiste el autobús.

   C:

2. K: José te buscaba. 2. Lo hiciste.

   C:

3. K: 1. Miguel recogió las maletas. 2. Tomás las facturó.

   C:

4. K: 1. Llevé el traje a la tintorería. 2. Lo limpiaron.

   C:

5. K: 1. Hablé muy despacio. 2. Me entendieron.

   C:

6. K: 1. Fui al médico. 2. Me examinó.

   C:

Directions: The following exercises will deal with direct and indirect statements after verbs of saying (decir), explaining (explicar), writing (escribir), and replying (contestar). We will avoid indirect commands with decir since this would require the subjunctive. We will also follow a simple sequence of tenses as follows: Present tense (Main Clause) with present or future, and Past Tense (Main Clause) with past or conditional.

Present Tense

He tells me something. He doesn't want to come.
El me dice algo. El no quiere venir. (Kernels)

He tells me that he doesn't want to come.
El me dice que no quiere venir. (combination sentence)

Past Tense

He told me something. He didn't want to come.
El me dijo algo. El no quería venir. (Kernels)

He told me that he didn't want to come.
El me dijo que no quería venir. (Combination sentence)

Directions: Combine the following kernel sentences to form a combination sentence, as shown in the examples above.

Present Tense (decir, to say, to tell) (escribir, to write; explicar, to explain; contestar, to reply)

1. K: 1. Juan me dice algo.

2. No puede acompañarme.

C: ____.

2. K: 1. Clara me dice algo.

2. Ella tiene un resfriado.

C: ____.

3. K: 1. El profesor me dice algo.

2. Habrá un examen mañana.

C: ____.

4. K: 1. Mi amigo me contesta.

2. No puede ir de vacaciones.

C: ____.

5. K: 1. El gerente te escribe algo.

2. No tienen una entrevista.

C: ____.

6. K: 1. El dependiente me explica algo.

2. Los zapatos tienen un precio especial.

C: ____.

7. K: 1. Los niños me contestan.

2. No están listos.

C: ____.

Directions: In the following exercises change the combination sentence given to two kernel sentences, as shown in the model.

Model: C: Miguel les explica que no hay más dinero.

K: 1. Miguel les explica algo.
2. No hay más dinero.

1. C: José les contesta que el avión llegará tarde.

K: 1.
2.

2. C: Enrique nos dice que el autobus sale dentro de una hora.

K: 1.
2.

3. C: El señor González le escribe a Juan que tiene el puesto.

K: 1.
2.

4. C: María me explica que va a casarse.

K: 1.
2.

5. C: Carlos me contesta que va en sequida.

K: 1.
2.

6. C: Mis padres me dicen que van a acostarse.

K: 1.
2.

Past Tense

Directions: In the following sentences make one combination sentence from the kernel sentences given, as shown in the model.

Model: K: 1. José me explicó algo.

2. Iba a casarse.

C: José me explicó que iba a casarse.

1. K: 1. Carolina me contestó.

2. Quería venir conmigo.

C: ______________________________.

2. K: 1. El profesor nos escribió.

2. Podía vernos pronto.

C: ______________________________.

3. K: 1. El hombre me dijo algo.

2. Los "Braves" perdieron otra vez.

C: ______________________________.

4. K: 1. El médico le explicó a le ella algo.

2. Iba a examinarla.

C: ______________________________.

5. K: 1. Mi madre me contestó.

2. Todo iba muy bien.

C: ______________________________.

6. K: 1. El empleado me dijo algo.

2. Envolvería el paquete.

C: ______________________________.

NOUN CLAUSES/PAST TENSE

Directions: Make two kernel sentences from the combination sentence given, as shown in the model.

Model: C: Marta me escribió que vendría en agosto.

K: 1. Marta me escribió algo.
2. Vendría en agosto.

1. **C: El gerente nos contestó que no quedaba ningún asiento.**

   K: 1.
   2.

2. **C: Mi hermana me dijo que mi mamá estaba en el hospital.**

   K: 1.
   2.

3. **C: Paco nos explicó que estaría aquí a las tres.**

   K: 1.
   2.

4. **C: El autor me explicó que había vivido en Europa.**

   K: 1.
   2.

5. **C: El alumno les escribió que aprobró el examen.**

   K: 1.
   2.

6. **C: Miguel le dijo a su padre que necesitaba más dinero.**

   K: 1.
   2.

7. **C: El periódico nos explicó que el precio del café se aumentaría.**

   K: 1.
   2.

NOUN CLAUSES/PERSONALIZATION/ORAL DRILL

1. **¿Qué te dice Juan?**
2. **¿Puede Juan acompañarte?**
3. **¿Qué te dice Clara?**
4. **¿Está enferma ella?**
5. **¿Qué te dice el profesor?**
6. **¿Vas a estudiar mucho?**
7. **¿Qué te contesta tu amigo?**
8. **¿Adónde pensaban Vds. ir de vacaciones?**
9. **¿Qué me escribe el gerente?**
10. **¿Qué te explica el dependiente?**

11. ¿Vas a comprar los zapatos?
12. ¿Qué te contestan los niños?
13. ¿Qué les contesta José?
14. ¿Estás esperando al avión también?
15. ¿Qué te dice Enrique acerca del autobús?
16. ¿Qué le escribe el señor González a Juan?
17. ¿Qué te explica María?
18. ¿Cuándo va a ir Carlos?
19. ¿Qué te dicen tus padres?
20. ¿Qué te contestó Carolina?
21. ¿Qué les escribió el profesor?
22. ¿Qué te dijo el hombre acerca de los "Braves"?
23. ¿Qué le explicó a ella el médico?
24. ¿Qué te contestó tu madre?
25. ¿Qué te dijo el empleado acerca del paquete?
26. ¿Qué les contestó el gerente acerca del asiento?
27. ¿Qué te dijo tu hermana de tu mamá?
28. ¿A qué hora explicó Paco que estaría aquí?
29. ¿Había vivido en Europa el autor?
30. ¿Qué les escribió el alumno acerca del examen?
31. ¿Qué le dijo Miguel a su padre?
32. ¿Qué nos explicó el periódico?

Noun Clause (Indirect Discourse)

Mini Essay

You have just received a letter from your mother. Explain to an attentive roommate what your mother said to you, explained to you, answered you, wrote you, etc.

Compañero, (-a) de cuarto: "¿Qué te escribió tu mamá?

Tú (you): " ____

____

____."

Directions: Make one combination sentence from the kernel sentences given, as shown in the model.

Model: K: 1. El hombre está aquí.

2. La mujer está aquí

C: El hombre y la mujer están aquí.

1. K: 1. Veo al hombre. 2. Veo al niño.

C:

2. K: 1. Conozco a Juan. 2. Conozco a María.

C:

3. K: 1. Hablamos acerca del libro. 2. Hablamos acerca de la película.

C:

4. K: 1. Charlas con la muchacha. 2. Charlas con su padre.

C:

5. K: 1. Investigo al hombre. 2. Investigo a su mujer.

C:

Directions: In the following sentences, make two kernel sentences from the combination sentence given.

Model: C: Reconozco a Ricardo y a su prima.

K; 1. Reconozco a Ricardo. 2. Reconozco a su prima.

1. C: Bailo con Juana y con su compañera de cuarto.

K: 1.
2.

2. C: El médico examina a Carlos y al policía.

K: 1.
2.

3. C: Invité a mi madre y a mi tía.

K: 1.
2.

4. C: Dimos un paseo con el viejo y con su perro.

K: 1.
2.

5. C: Estudiamos a Shakespeare y a Cervantes.

K: 1.
2.

Personalization/Oral Drills/Coordinate Nominals

1. ¿Ves al hombre y al niño?
2. ¿Conoces a Juan y a María?
3. ¿De qué hablamos?
4. ¿Charlo con la muchacha y con su padre?
5. ¿Investigas al hombre y a su mujer?
6. ¿Bailas con Juana y con su compañera de cuarto?
7. ¿Examina el médico a Carlos y al policía?
8. ¿Invitaste a tu madre y a tu tía?
9. ¿Dieron Vds. un paseo con el viejo y con su perro?
10. ¿A quiénes estudian Vds.?

Coordinate Structures/Nominals

Personalization Section/Oral Drills: Instructions: Write a short paragraph, answering the question - Refer to the vocabulary for paragraphs 3 and 4.

1. Vas a tener una fiesta. ¿A quiénes vas a invitar?
2. ¿Qué personas consideras tú las más importantes en la historia de los EE.UU?
3. Tienes que ir al supermercado. ¿Qué cosas vas a comprar?
4. Es la primavera. Tú quieres ir al campo con tu novia. ¿Qué cosas quieres llevar contigo?

Coordinate Structures/Nominals

Key/Personalization Section Paragraphs

Un día en el campo (Par. #4)
to have (to go on) a picnic (pasar una día en el campo)
to make a sandwich (preparar un bocadillo)
to cut, to slice (cortar)
to pack (to prepare) (empaquetar, preparar)
to forget (olvidarse de)
to park (estacionar) (se)
to uncork (destapar)

tree (el árbol)
grass(la hierba)
food (la comida)
loaf of bread (el pan)
sausage (la salchicha)
cheese (el queso)
beverage (la bedida)
wine (el vino)
soft drink (la gaseosa)
picnic basket (la canasta)
bottle (la botella)
ant (la hormiga)
fly (la mosca)

sunny (soleado)
shady (sombrío; a la sombra)
EL SUPERMERCADO (Par. #3)
to go shopping (ir de compras)
to wait in line (hacer cola)

fruit (la fruta)
vegetable (la verdura)
milk (la leche)
meat (la carne)
apple (la manzana)
banana (el plátano)
peach (el melocotón)
pear (la pera)
orange (la naranja)
grapefruit (la toronja)
tomato (el tomate)
carrot (la zanahoria)
celery (el apio)
lettuce (la lechuga)
spinach (la espinaca)
cauliflower (la coliflor)
leaf (la hoja)

congelado (frozen)

Coordinate Predicates (vocab not in text: cerveza/beer;fumar/to smoke)

Directions: From the two kernel sentences given make one combination sentence as shown in the model.

Model: K: 1. Juan está cantando.

2. Juan está bailando.

C: Juan está cantando y bailando.

1. K: 1. Jorge está comiendo tacos. 2. Jorge está tomando cerveza.

C:

2. K: 1. La criada es vieja. 2. La criada es antipática.

C:

3. K: 1. El agente está hablando. 2. El agente está fumando.

C:

Directions: In the following sentences, make two kernel sentences from the combination sentence given.

Model: C: María está charlando y divirtiéndose.

K: 1. María está charlando.

2. María está divirtiéndose.

1. C: El niño se cayó y se hizo daño.

K: 1.
2.

2. C: El chico estaba corriendo y llorando.

K: 1.
2.

3. C: La secretaria es bonita y buena.

K: 1.
2.

4. C: Las maletas son nuevas y ligeras.

K: 1.
2.

Personalization/Oral drills/Coordinate Predicates

1. Qué está haciendo Jorge?

2. ¿Cómo es la criada?

3. ¿Qué está haciendo el agente?

4. ¿Cómo es la maquinaria?

5. ¿Qué le pasó al niño?

6. ¿Qué está haciendo el chico?

7. ¿Cómo es la secretaria?

8. ¿Cómo son las maletas?

Coordinate Structures/Predicate

Personalization/Oral Drills

1. Desbribir lo que Vd. hace por la mañana, después de despertarse.

2. ¿Qué hace Vd. antes de ir a una fiesta?

3. ¿Qué tienes que hacer pana tener una buena fiesta?

Formation of adverbs: Many adverbs of mood and some of time and affirmation are formed adding -mente to the feminine adjective:

difícil-dificílmente
razonado-razonadamente
primero-primeramente
breve-brevemente
efectivo-efectivamente
seguro-seguramente

When you use two or more adverbs together, the ending -mente is only added to the last one. The other adverb, or adverbs, if ending in -o, use the feminine form of the adjective. Nadó la distancia rápida y expertamente. He swam the distance rapidly and expertly. Habla lógica y certeramente. He speaks logically and accurately. Many times in Spanish in order to substitute for the adverb one uses the construction con + noun and the constructions de modo + adjective (masculine), and de manera + adjective (feminine): Había corrido rápidamente (con rapidez, de modo rápido, de manera rápida). He had run rapidly.

Directions: Make one combination sentence from the two kernal sentences given as shown in the model.

Model: 1. El corre rápidamente.

2. El corre expertamente.

Combination: El corre rápida y expertamente.

1. K: 1. Lo hizo rápidamente. 2. Lo hizo seguramente.

C:

2. K: 1. Hablaba fácilmente. 2. Hablaba efectívamente.

C:

3. K: 1. Caminaba lentamente. 2. Caminaba dificilmente.

C:

4. K: 1. María baila fácilmente. 2. María baila elegantemente.

C:

5. K: 1. Mi suegro escribe apresuradamente. 2. Mi suegro escribe terriblemente.

C:

Directions: Make two kernel sentences form the combination sentence given as shown in the model. C: Pedro camina lenta y cuidadosamente.

K: 1. Pedro camina lentamente.
2. Pedro camina cuidadosamente.

1. C: Nos lo dijo brusca y rápidamente.

K: 1.
2.

2. C: Había trabajado inteligente y perfectamente.

K: 1.
2.

3. C: El cantará triste y claramente.

K: 1.
2.

4. C: Atacaron al ministro brutal y regularmente.

K: 1.
2.

5. C: 1. Mi mamá ha venido frecuente y alegremente.

K: 1.
2.

Vocabulary not in text:

seguramente-surely
lentamente-slowly
alegremente-happily
bruscamente-brusquely
efectivamente-effectively
elegantemente-elegantly
brutalmente-brutally
brevemente-shortly
apresuradamente-hurriedly
claramente-clearly

Personalization/Oral Drills

The following questions will have an adjective in parentheses after them. You are to anwswer the questions, changing the suggested adjectives to adverbs and using them in your answers.

1. ¿Cómo escribe español Pedro? (perfecto)

2. ¿Cuándo había venido su mamá? (frecuente)

3. ¿Cómo actuaba José? (cuidado)

4. ¿Cuándo ha estudiado él? (regular)

5. ¿Cómo atacaron al ministro? (brutal)

6. ¿Cuándo vendrá a visitarme? (rápido)

7. ¿Cómo nadaba el instructor? (difícil)

8. ¿Cómo nos lo dijo? (brusco)

1. ¿Camina Pedro lenta y cuidadosamente?

2. ¿Habla el presidente rápida y fácilmente?

3. ¿Había trabajado inteligente y perfectamente?

4. ¿Cantará él triste y claramente?

5. ¿Escribe tu suegro apresurada y terriblemente?

6. ¿Volvía corriendo rápida y alegremente?

Paragraphs for Spanish

I. Students read the following prose passage on a handout:

Al encontrar a María en la calle, Enrique la saluda y ella lo reconoce de pronto. Al preguntarle él adóde va, ella le contesta que va hacia la playa y lo invita a acompañarla. Enrique le dice que va a llover y le muestra el cielo cubierto de nubes grises.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by coordinating conjunction.)

1. Al encontrar a María en la calle, Enrique la saluda.
2. Ella lo reconoce de pronto.
3. Al preguntarle él adónde va, ella le contesta que va hacia la playa.
4. Lo invita a acompañarla.
5. Enrique le dice que va a llover.
6. Le muestra el cielo cubierto de nubes grises.

III. T-units are repeated orally, and the teacher poses simple content questions:

1. ¿Qué hace Enrique al encontrar a María en la calle?
2. ¿Lo reconoce ella?
3. ¿Adónde va ella?
4. ¿A qué lo invita ella?
5. ¿Qué le dice Enrique?
6. ¿Qué le muestra Enrique?

IV. Students are asked to bread down T-units which contain subordinate clauses into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

3. (Al preguntarle él...)

A. Adónde va.

(que...)

B. Va hacia la playa.

5. (que...)

A. Va a llover.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on a second handout presents the T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. Saludar/Enrique/en la calle/ a María/la/al encontrar.

2. Lo/de pronto/ella/reconocer.

3. Adónde/él/al preguntarle/ir/contestar/le/ella/hacia la playa/ir/que.

4. A acompañarla/invitar/lo.

5. Decir/Enrique/le/llover/que/ir a.

6. Grises/el cielo/mostrar/cubierto de/le/nubes.

Para el estudiante

Al encontrar a María en la calle, Enrique la saluda y ella lo reconoce de pronto. Al preguntarle él adónde va, elle la contesta que va hacia la playa y lo invita a acompañarla. Enrique le dice que va a llover y le muestra el cielo cubierto de nubes grises.

Vocabulario

de pronto	at once
la playa	the beach
monstrar(ue)	to show
el cielo	the sky
cubierto	covered
nubes grises	gray clouds

1. Saludar/Enrique/en la calle/a María/la/al encontrar.
2. Lo/de pronto/ella/reconocer.
3. Adónde/él/al preguntarle/ir/contestar/le/elle/hacia la playa/ir/que.
4. A acompañarla/inviatar/lo.
5. Decir/Enrique/le/llover/que/ir a.
6. Grises/elcielo/mostrar/cubierto de/le/nubes.

I. Students read following prose passage on a handout:

Me hago amigo de Pedro, un fuerte campesino de la Provincia de Andalucía, quien me presenta a sus compañeros. Todos ellos son emigrantes que van a Francia. Algunos saben adónde van a trabajar. Otros no saben adónde van a dormir la próxima noche. Pero todos esperan tener mejor vida. Son muchos. Veo tres vagones del tren llenos. Todos los años, todos los meses, todos los días salen españoles para el extranjero. Tres millones y medio salen cada año.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by coordinating conjunction.)

1. Me hago amigo de Pedro, un fuerte campesino de la provincia de Andalucía, quien me presenta a sus compañeros.
2. Todos ellos son emigrantes que van a Francia.
3. Algunos saben adónde van a trabajar.
4. Otros no saben adónde van a dormir la próxima noche.
5. Pero todos esperan tener mejor vida.
6. Son muchos.
7. Veo tres vagones del tren llenos.
8. Todos los años, todos los meses, todos los días, salen españoles para el extranjero.
9. Tres millones y medio salen cada año.

III. T-units are repeated orally, and the teacher poses simple contact questions:

1. ¿Quién es Pedro?
2. ¿Adónde van los emigrantes?
3. ¿Saben adónde van a trabajar?
4. ¿Saben adónde van a dormir?
5. ¿Qué esperan tener todos?
6. ¿Son muchos los emigrantes?
7. ¿Están llenos los vagones?
8. ¿Adónde salen los españoles todos los años?
9. ¿Cuántos salen cada año?

IV. Students are asked to break down T-units which contain subordinate clauses into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

1. (quine...)

   A. Me presenta a sus amigos.

2. (que...)

   A. Van a trabajar.

3. (adónde)

   A. Van a trabajar.

4. (adónde)

   A. Van a dormir la próxima noche.

V. In final step students are to recombine some of the consituent parts into a whole. The teacher asks for a silent rereading of passage, and then on a second hand-out presents the T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. Hacerse amigo/ de Pedro/ un fuerte campesino/ de la provincia/ de Andalucía/ quien/ presenta me/ a sus compañeros.

2. Todos/ ellos/ ser/ emigrantes/ que/ ir/ a/ Francia.

3. Ir a/ algunos/ trabajar/ adónde/ saber.

4. Ir a/ la próxima noche/ no/ otros/ no/ adónde/ saber/ dormit.

5. Vida/ todos/ mejor/ tener/ esperar/ pero.

6. Ser/ muchos.

7. Del tren/ ver/ llenos/ vagones/ tres.

8. Todos los años/ todos los meses/ todos los días/ salir/ españoles/ para/ el extranjero.

9. Millones y medio/ año/ salir/ cada/ tres.

Para el estudiante

Me hago amigo de Pedro, un fuerte campesino de la provincia de Andalucía, quien me presenta a sus compañeros. Todos ellos son emigrantes que van a Francia. Algunos saben adónde van a trabajar. Otros no saben adónde van a dormir la próxima noche. Pero todos esperan tener mejor vida. Son muchos. Veo tres vagones del tren llenos. Todos los años, todos los meses, todos los días salen españoles para el extranjero. Tres millones y medio salen cada año.

Vocabulario

campesino/laborer/farmer

emigrantes/emigrants

próxima/next

vagones/cars (of a tran)

llenos/full

el extranjero/foreign land

medio/half

1. Hacerse amigo/de Pedro/un ferte campesino/ de la provincia/ de Andalucía, quien/presentarme/a sus compañeros.
2. Todos/ellos/ser/emigrantes/que/ir/a/Francia.
3. Ir a/algunos/trabajar/adónde/saber.
4. Ir a/la próxima noche/no/otros/no/adónde/saber/dormir.
5. Vida/todos/mejor/tener/esperar/pero.
6. Ser/muchos.
7. Del tren/ver/llemos/vagones/tres.
8. Todos los años, todos los meses/todos los días/salir/españoles/ para/el extranjero.
9. Millones y medio/año/salir/cada/tres.

Breakdown/Buildup

I. Students read following prose passage on a handout:

Un tema poco tratado por los poetas del amor es el amor del buen marido por su mujer e hijos. El poeta anónimo que cantó las hazañas de ese sinpar héroe castellano, Rodrigo Díaz de Vivar, El Cid, bien conoció aquel amor y en los versos que siguen nos ha dejado un retrato que, a pesar de los siete siglos que han intervenido, no ha perdido la emoción y fidelidad con que lo dotó su autor. El Cid fue desterrado por su rey. Camino al exilio pasa por donde están su mujer e hijas para despedirse de ellas. Lo describe el poeta.

II. Students, having read silently through the passage, are asked to write down sequentially the T-units. (Usually a sentence, but not if sentence is joined to another by coordinating conjunction.)

1. Un tema poco tratado por los poetas del amor es el amor del buen marido por su mujer e hijos.

2. El poeta anónimo que cantó las hazañas de ese sinpar héroe castellano, Rodrigo Díaz de Vivar, El Cid, bien conoció aquel amor.

3. En los versos que siguen nos ha dejado un retrato que, a pesar de los siete siglos que han intervenido, no ha perdido la emoción y fidelidad con que lo dotó su autor.

4. El Cid fue desterrado por su rey.

5. Camino al exilio pasa por donde están su mujer e hijas para despedirse de ellas.

6. Lo describe el poeta.

III. T-units are repeated orally and the teacher poses simple content questions:

1. ¿Qué tema es poco tratado por los poetas?

2. ¿Quién cantó las hazañas del Cid?

3. ¿Qué nos ha dejado el autor en los versos?

4. ¿Quién desterró al Cid?

5. ¿Por qué pasa el Cid por donde están su mujer e hijas?

6. ¿Qué hace el poeta?

IV. Students are asked to break down T-units which contain subordinate clases into underlying kernels that would be complete by themselves. Necessary syntactic changes are underlined.

2. (que...)

A. Cantó las hazañas de ese sinpar héroe castellano.

3. (que...)

A. Siguen

(que...)

A. han intervenido.

(que...)

A. No ha perdido la emoción y fidelidad.

(con que...)

A. Lo dotó su autor.

V. In final step students are to recombine some of the constituent parts into a whole. The teacher asks for a silent rereading of passage, and then on a second hand-out presents the T-units in dehydrated form. Students should try to reconstruct the passage in writing. Recombinations need not be exactly like the original.

1. Un tema/poco tratado/por los poetas/del amor/ ser/el amor/del buen marido/ por su mujer/e/hijos.

2. El poeta/ anónimo/que/cantar/las hazañas/de ese sinpar héroe/ castellano/Rodrigo Díaz de Vivar,/El Cid,/bien/conocer/aquel/amor.

3. En los versos/que/seguir/nos/haber dejado/un retrato/que,/ a pesar de/los siete siglos/que/haber intervenido,/no haber perdido/ la emoción/y/fidelidad/con que/lo/dotar/su autor.

4. Por/El Cid/su rey/ser desterrado.

5. Camino al/exilio/pasar/por donde/estar/su mujer/e/hijas/pasa/ despedirse/de/ellas.

6. Describir/lo/el poeta.

Para el estudiante

Un tema poco tratado por los poetas del amor es el amor del buen marido por su mujer e hijos. El poeta anónimo que cantó las hazañas de ese sinpar héroe castellano, Rodrigo Díaz de Vivar, El Cid, bien conoció aquel amor y en los versos que siguen nos ha dejado un retrato que, a pesar de los siete siglos que han inservenido, no ha perdido la emoción y fidelidad con que lo dotó su autor.
El Cid fue desterrado por su rey. Camino al exilio pasa por donde están su mujer e hijas para despedirse de ellas. Lo describe el poeta.

Vocabulario

Tema/theme
tratado/treated
marido/husband
anónimo/anonymous
hazañas/deeds
sinpar/without equal
retrato/picture
a pesar de/in spite of
siglos/centuries
intervenido/passed
dotar/to endow
desterrar/to exile
camino a/on the way to

1. Un tema/poco/tratado/por los poetas/del amor/ser/el amor/ del buen marido/ por su mujer/e/hijas.
2. El poeta/anónimo/que/cantar/las hazañas/de ese sinpar héroe/ castellano/ Rodrigo Díaz de Vivar,/El Cid,/bien/conocer/aquel/amor.
3. En los versos/que/seguir/nos/haber dejado/un retrato/que,/ a pesar de/ los siete siglos/que/haber intervenido/no haber perdido/ la emoción/y/la fidelidad/conque/lo/dotar/su autor.
4. Por/El C[illegible]/su rey/ser desterrado.
5. Camino al/exilio/pasar/por donde/estar/su mujer/e/hijas/para/ despedirse de/ellas.
6. Describir/lo/el poeta.

THEME WRITING MATERIALS AND TESTING INSTRUMENTS
FOR FRENCH, GERMAN, AND SPANISH

460

Testing Instruments for French, German, and Spanish

Pretest-Posttest I
(French Rewrite Test)

Directions. Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulary

un appartement	- apartment	appeler	- to call
un immeuble	- building	le voisin (e)	- neighbor
préparer	- to prepare	un cours	- class
le petit déjeuner	- breakfast	s'y rendre à pied	- to walk somewhere (previously mentioned)

Henri est professeur. Il travaille à l'université. Il habite à Atlanta. Marthe est sa femme. Elle est professeur au lyceée. Elle travaille en ville. Ils ont deux enfants. Marie est leur fille. Elle a dix ans. Thomas est leur fils. Il a huit ans. Ils ont un appartement. Il est petit. Il est joli. L'appartement est dans un immeuble. L'immeuble est vieux. L'immeuble est sur une rue. La rue s'appelle Broadway.

C'est aujourd'hui lundi. Il est sept heures. C'est le matin. Henri est au lit. Il dort. Marthe prépare le petit déjeuner. Les enfants dorment. Bientôt le mère appelle les enfants. Ils mangent vite. Leurs cours commencent à huit heures. Il fait beau dehors. Leur école est tout près. Ils s'y rendent à pied. Robert s'y rend avec eux. C'est leur voisin. Ce sont de bons amis. Ils arrivent à l'école. Il n'est pas encore huit heures.

Pretest-Posttest II
(French Freewrite Test)

Directions. Write a paragraph in French that begins with the following sentence: "Aujourd'hui je suis allé(e) en ville." Below is a list of words that should give you some ideas about what you could write. They are only guidelines. Of course, you can add more information and arrange it in the paragraph any way you wish. You may wish to write a rough draft of the paragraph on a separate sheet of paper and copy only your final paragraph in the space below.

le temps	- the weather	être	- to be
le soleil	- the sun	avoir	- to have
briller	- to shine	se promener	- to walk
pleuvoir	- to rain	visiter	- to visit (a thing or place
pluvieux	- rainy	rendre visite à	- to visit a person
le nuage	- cloudy	voir	- to see
le ciel	- sky	acheter	- to buy
il ya a	- there is	manger	- to eat
conduire	- to drive	boire	- to drink
la voiture	- car	le parking	- parking lot
un autobus	- bus	le cinéma	- movie theater
le train	- train	les gens	- people
le restaurant	- restaurant		
le grand magasin	- department store		

Pretest-Posttest III
(French Speaking Test)

Directions. Study for 5 minutes the picture, La Soirée, plus the corresponding vocabulary below. Then start the recorder and describe on your cassette tape the picture in French. Use the vocabulary words as a guide for your description. Please don't write anything down to use as an aid. Talk until you think you have described the picture as best you can and then stop the recorder.

La Soirée - the dance

1. Au premier plan - in the foreground

les gens	- people
jeune	- young
rire	- to laugh
les rafraîchissements	- refreshments
la boisson	- drink
le plateau	- tray
le sandwich	- sandwich
le vin	- wine

2. Au centre - in the center

la table	- table
être à table	- to sit at the table
s'amuser	- to have fun
fort	- loud
de bonne humeur	- cheerful
la soirée	- party

3. Au fond - in the back

la musique	- rock music
l'estrade	- band stand
un orchestre	- band
jouer (à la guitare)	- to play (a guitar)
un chanteur (-euse)	- singer
chanter	- to sing
formidable	- great, fantastic
fort	- loud
bon	- good
jusqu'au petit matin	- until late at night

Pretest-Posttest I
(German Rewrite Test)

Directions. Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulary

die Wohnüng	- apartment	nah	- near
das Gebäude	- building	rufen	- to call
zu-bereiten	- fix, prepare	der Nachbar	- neighbor
das Frühstück	- breakfast	der Unterricht	- classes
		zu Buß gehen	- to walk

Heinrich ist Professor. Er arbeitet an der Universität. Er wohnt in München. Helga ist seine Frau. Sie ist Lehrerin. Sie arbeitet in der Stadt. Sie haben zwei Kinder. Inge ist ihre Tochter. Sie ist zehn Jahre alt. Hans ist ihr Sohn. Er ist acht Jahre alt. Sie haben eine Wohnung. Sie ist klein. Sie ist auch schön. Die Wohnung ist in einem Haus. Das Haus ist alt. Das Haus is in einer Straße. Die Straße heißt Gartenstraße.

Heute ist Montag. Es ist sieben Uhr. Es ist Morgen. Henrich liegt im Bett. Er schläft. Helga bereitet das Frühstück zu. Die Kinder schlafen. Bald ruft die Mutter die Kinder. Sie essen schnell. Der Unterricht beginnt um acht Uhr. Es ist schön draußen. Ihre Schule ist ganz nah. Sie gehen zu Fuß in die Schule. Robert geht mit. Er ist ihr Nachbar. Sie sind gute Freunde. Sie kommen zur Schule. Es ist noch vor acht Uhr.

Pretest-Posttest II
(German Freewrite Test)

Directions. Write a paragraph in German that beings with the following sentence. "Heute ging ich in die Stadt." Below is a list of words that should give you some ideas about what you could write. They are only guidelines. Of course, you can add more information and arrange it in the paragraph any way you wish. You may wish to write a rough draft of the paragraph on a separate sheet of paper and copy only your final paragraph in the space below.

das Wetter	- weather	sein	- to be
die Sonne	- sun	haben	- to have
scheinen (iem ie)	- to shine	zu Fuß gehen	- to walk
regnen	- to rain	besuchen	- to visit
regnerisch	- rainy	sehen	- to see
die Wolke, -n	- cloud	kaufen	- to buy
am Himmel	- in the sky	essen	- to eat
es gibt + acc.	- there is (are)	trinken	- to drink
		der Park, -e	- park
fahren (ä, u, + sein)	- to drive	das Kino	- movie theater
das Auto, -s	- car	ins Kino	- to the movies
der Bus, -se	- bus	der Hafen, ¨	- harbor
der Zug, ¨	- train	am Hafen	- at the harbor
die Straßenbahn, -en	- streetcar	das Schiff, -e	- ship
das Restaurant, -s	- restaurant	die Leute	- people
der Kaufhof, ¨	- dept. store		

Pretest-Posttest III
(German Speaking Test)

Directions. Study for 5 minutes the picture, der Tanzabend, plus the corresponding vocabulary on the handout. Then start the recorder and describe on your cassette tape the picture in German. Use the vocabulary words as a guide for your description. Please don't write anything down to use as an aid. Talk until you think you have described the picture as best you can and then stop the recorder.

DER TANZABEND - The Dance (implying in the evening)

1. Im Vordergrund - in the foreground

    die Leute - people
    jung - young
    lachend - laughing
    die Erfrischungen - refreshments
    das Getränk, -e - drink
    das Tablett, -e - tray
    das belegte Brot (pl. die belegten Brote) - sandwich
    der Wein, -e - wine

2. In der Mitte - in the center

    der Tisch, -e - table
    am Tisch sitzen (a, e) - to sit at the table
    sich amüsieren - to have fun, enjoy oneself
    laut - loud
    lustig - cheerful
    der Tanzabend - The Dance (implying in the evening)

3. Im Hintergrund - in the background

    die Rockmusik - rock music
    das Podium, die Podien - podium, bandstand
    die Kapelle, -n - band
    spielen - to play
    die Trommel, -n - drum
    der Sänger,- - singer
    singen (a,u) - to sing
    toll - fantastic, great
    laut - loud
    gut - good, well
    bis spät in die Nacht - until late at night

Pretest-Posttest I
(Spanish Rewrite Test)

Directions. Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulary

el apartamento	- apartment	llamar	- to call
el edificio	- building	el vecino	- neighbor
preparer	- to fix, to prepare	las clases	- classes
el desayuno	- breakfast	caminar	- to walk

Enrique es catedrático. El trabaja en la universidad. Vive en Atlanta. Marta es su esposa. Ella es professora. Ella trabaja en la ciudad. Tienen dos hijos. Beth es su hija. Ella tiene diez años. Tomás es su hijo. El tiene ocho años. Ellos tienen un apartamento. Es pequeño. Es bonito. El apartamento está en un edificio. El edificio es antiguo. El edificio está en una calle. La calle se llama Broadway.

Hoy es lunes. Son las siete en punto. Es la mañana. Enrique está en la cama. El duerme. Marta prepara el desayuro. Los hihos duermen. Pronto la madre llama a los hijos. Ellos comen repidamente. Sus clases comienzan a las ocho en punto. Hace buen tiempo fuera. Su escuela está muy cerca. Ellos caminan a la escuela. Bob camina con ellos. El es su vecino. Son buenos amigos. Ellos llegan a la escuela. No son las ocho todavía.

Pretest-Posttest II
(Spanish Freewrite Test)

Directions. Write a paragraph in Spanish that begins with the following sentence: "Hoy yo fui al centro." Below is a list of words that should give you some ideas about what you could write. They are only guidelines. Of course, you can add more information and arrange it in the paragraph any way you wish. You may wish to write a rough draft of the paragraph on a separate sheet of paper and copy only your final paragraph in the space below.

el tiempo	- weather	ser	- to be
el sol	- sun	tener	- to have
brillar	- to shine	caminar	- to walk
llover(ue)	- to rain	visitar	- to visit
lluvioso	- rainy	ver	- to see
la nube	- cloud	compar	- to buy
en el cielo	- in the sky	comer	- to eat
hay	- there is (are)	tomar	- to drink
manejar	- to drive	estacionar	- to park
el coche	- car	el cine	- movie theater
el autobús	- bus	al cine	- to the movies
el tren	- train	la bahía	- harbor
el tranvía	- streetcar	en la bahía	- at the harbor
el restaurante	- restaurant	el barco	- ship
el almacén	- dept. store	la gente	- people

Pretest-Posttest III
(Spanish Speaking Test)

Directions. Study for 5 minutes the picture, El baile, plus the corresponding vocabulary below. Then start the recorder and describe on your cassette tape the picture in Spanish. Use the vocabulary words as a guide for your description. Please don't write anything down to use as an aid. Talk until you think you have described the picture as best you can and then stop the recorder.

El Paile - The Dance

1. En el primer plano - In the foreground

la gente - people
joven - young
riéndose - laughing
los refrescos - refreshments
la bebida - drink
la bandeja - tray
el bocadillo - sandwich
el vino - wine

2. En el centro - In the center

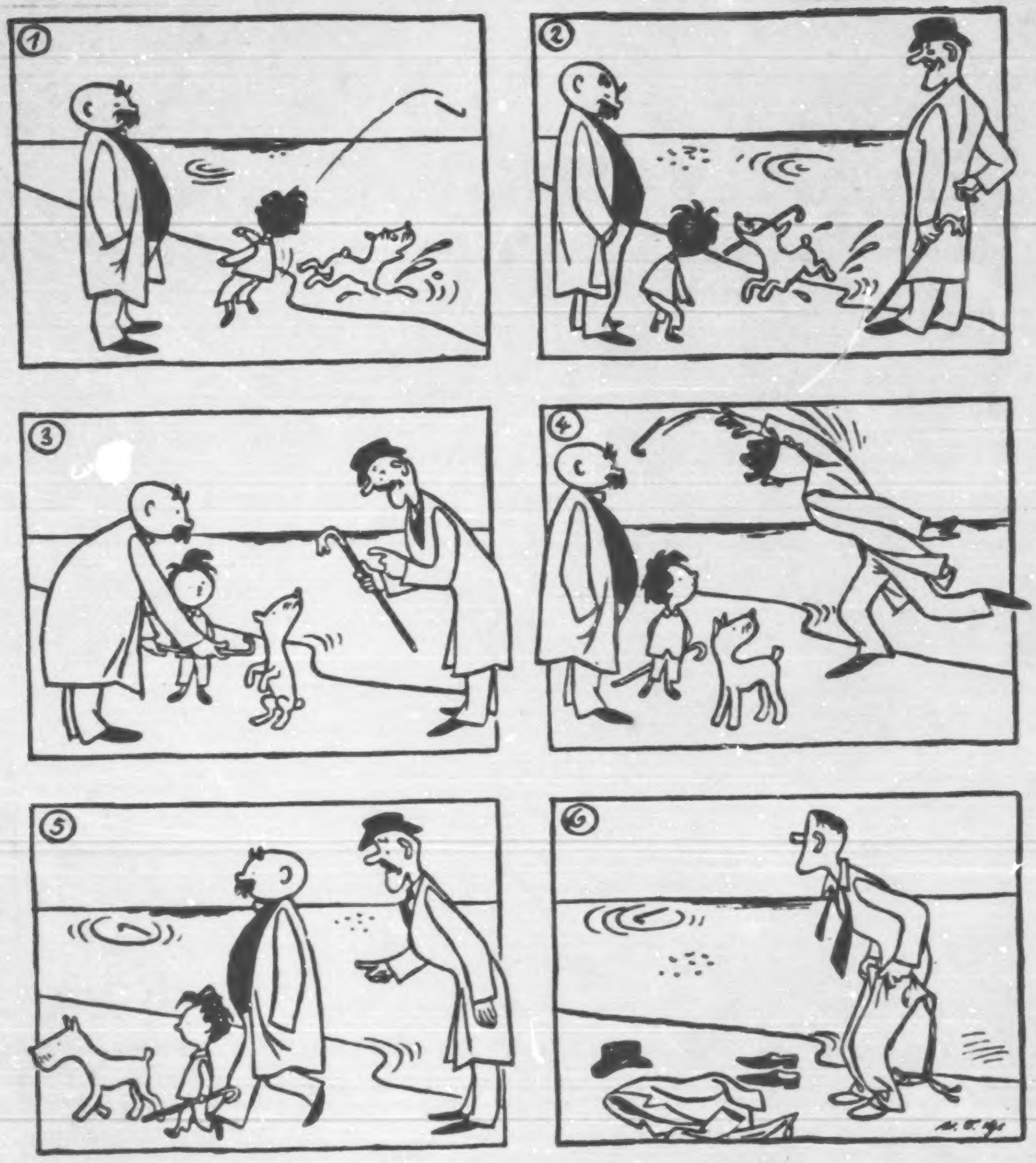
la mesa - table
sentarse a la mesa - to sit at the table
divertirse(ie,i) - to have fun, enjoy oneself
alto - loud
alegre - cheerful
el baile - (see above)

3. En el fondo - In the background

el roc - rock music
la plataforma de música - bandstand
la banda - band
tocar - to play an instrument
el tambor - drum
el cantante - singer
cantar - to sing
fantástico - fantastic, great

Theme Writing: Pictures and Vocabulary Sheets
for French, German, and Spanish

THE DOG AND THE CANE



Le Chien et La Canne

You will be shown a "cartoon story" dealing with a specific situation, problem, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

1.	au bord de la mer	- at the seashore
	être debout	- to stand
	une canne	- cane
	jeter	- to throw
	dans l'eau	- the water
	le chien	- the dog
	bon	- good
	aller chercher	- to fetch
2.	un homme	- man
	venir	- to come
	s'intéresser à	- to be interested in
	un jeu	- game
	amusant	- funny, fun
3.	essayer	- to try
4.	le chien	- dog
	intelligent	- smart
	ne rien faire	- to do nothing
5.	partir	- to leave
	niais	- simpleton, blockhead
6.	se déshabiller	- to undress
	les vêtements	- clothes
	le chapeau	- hat
	le manteau	- coat
	les chaussures	- shoes
	le pantalon	- pants
	les bretelles	- suspenders
	la chemise	- skirt
	la cravate	- necktie
	nager	- to swim
	attraper	- to get
	faché (adj.)	- mad, angry

You will be shown a "cartoon story," dealing with a specific situation, problems, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

Der Hund und Der Stock

1. das Seeufer,- - shore
am Seeufer - at the seashore
stehen (steht, stand, testanden) - to stand
der Spazierstock, ¨e - walking cane
werfen (a,o) - to throw
ins Wasser - into the water
der Hunt,-e, - dog
brav - good, well-behaved
holen - to get, fetch

2. ein Mann - a man
kommen (a,o) - to come
sich interessieren - to be interested

sich interessieren für - to be interested in
das Spiel,-e - game
lustig - funny, merry

3. versuchen wollen - to wish to attempt, try
& der Hund - dog
4. gescheit - smart
nichts tun - to do nothing

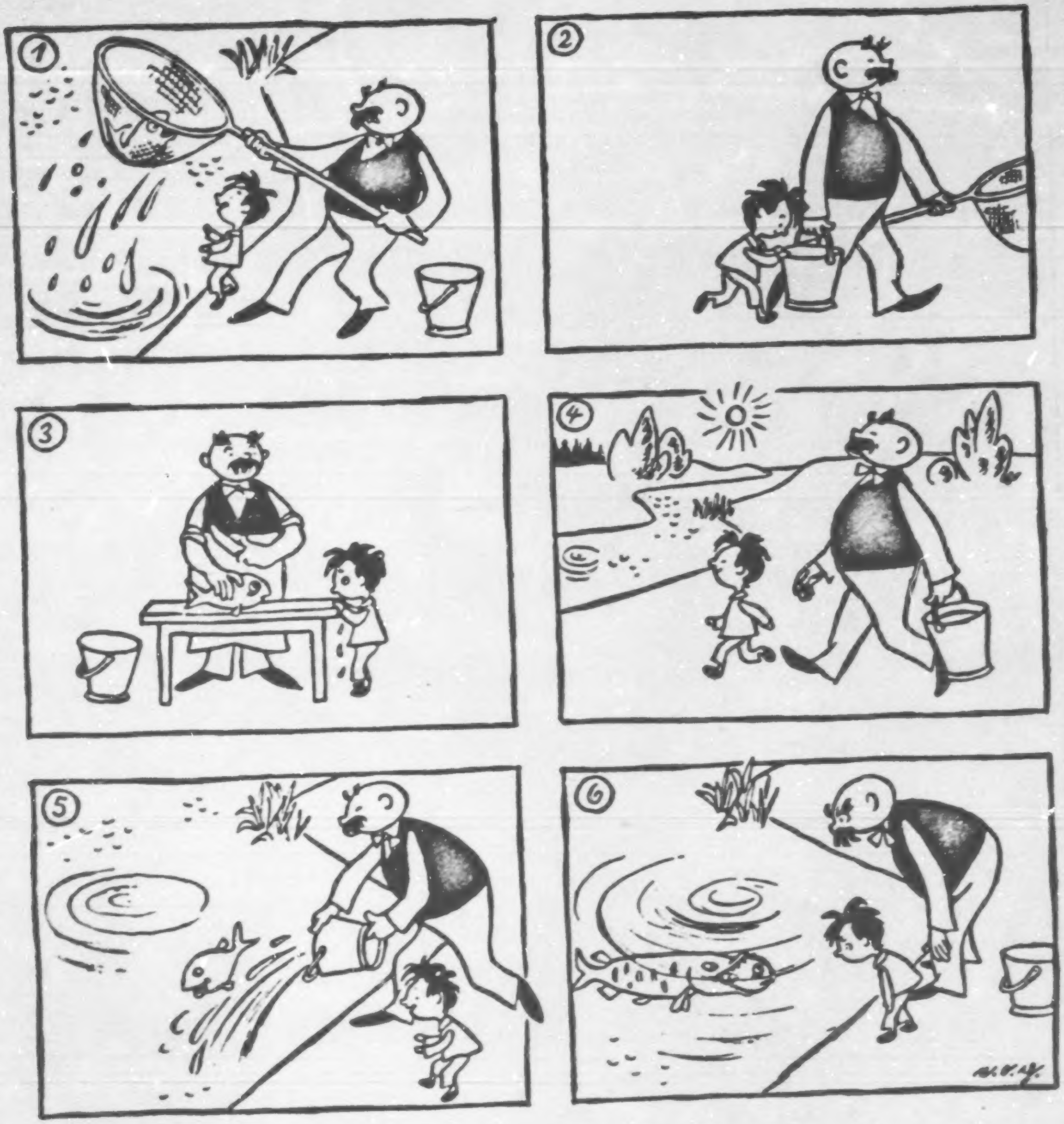
5. weggehen (geht...weg, gin...weg, ist weggegangen) - to go away, leave
& der Dummkopf,¨e - blockhead, simpleton
6. ausziehen (zieht...aus, zog...aux, ausgezogen)
die Kleidung - clothes
der Hut,¨e, - hat
der Mantel,- - coat
der Schuh,-e - shoe
die Hose,-n - trousers
der Hosenträger,- - suspenders
das Hemd,-en - shirt
die Krawatte,-n - necktie
schwimmen (a,o) - to swim
holen - to get, pick up
böse - angry, mean

You will be shown a "cartoon story" dealing with a specific situation, problem, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

El perro y el bastón--The Dog and the Cane

1.	la orilla	- shore
	a la orilla del mar	- at the seashore
	estar de pie	- to stand
	el bastón	- walking cane
	tirar	- to throw
	al agua	- into the water
	el perro	- the dog
	bien amaestrado	- good, well-behaved
	ir por	- to get, fetch
2.	un hombre	- a man
	venir	- come
	estar interesado	- to be interested
3.	querer tratar de	- to wish to attempt, try
	el perro	- dog
	intelligente	- smart
	no hacer nada	- to do nothing
5.	irse	- to go away, leave
	el tonto	- blockhead, simpleton
6.	quitarse	- to take off
	la ropa	- clothes
	el sombrero	- hat
	el abrigo	- coat
	el zapato	- shoe
	los pantalones	- trousers
	los tirantes	- suspenders
	la camisa	- shirt
	la corbata	- necktie
	nadar	- to swim
	coger	- to get, pick up
	enojado	- angry, mean

BACK TO NATURE



You will be shown a "cartoon story" dealing with a specific situation, problem, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

Un Retour a La Nature (Back to Nature)

1. la rive - the bank (of a river)
la rivière - a river
le poisson - fish
avec un fillet - with a net
prendre - to catch
un seau - bucket
s'amuser - to have fun

2. à la maison - at home

3. la table - table
le pauvre poisson - the poor fish
la tête - head
vouloir couper - to want to cut (off)
le petit garçon - the little boy
pleurer - to cry

4. regretter - to feel sorry, regret
revenir à la rivière - to go back to the river
prendre - to take
être content - to be happy

5. dans l'eau - in the water
jeter - to throw

6. une surprise - surprise
incroyable - unbelievable
horrible - horrible
le poisson - fish
gros - huge, grand
manger - to eat
ne pas attendre quelque chose - not to expect something
être triste - to be sad

You will be shown a "cartoon story," dealing with a specific situation, problem, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

Zurück zur Natur - Back to Nature

1. das Ufer,- - bank, shore
am Fluss - at the river
der Fisch,-e - fish
mit dem Netz - with the net (das Netz,-e)
fangen (fängt, fing, gefangen) - to catch
der Eimer,- - bucket, pail
Spass daran haben - to have fun, enjoy (something)

2. zu Hause - at home
& der Tische,-e - table
3. der arme Fisch - the poor fish
der Kopf,¨e - hand
abschneiden wollen - to want to cut off
der kleine Junge - the little boy
weinen - to cry, weep

4. leid tun (tut, tat getan) - to feel sorry, regret
zurück zum Fluss - back to the river
nehmen (nimmt, nahm, genommen) - to take
froh sein - to be happy, glad

5. ins Wasser - into the water
& werfen (wirft, warf, geworfen) - to throw
6. zurück - back
die Überraschung,-en - surprise
unglaublich - unbelievable
unheimlich - horrible, gruesome
der Fisch,-e - fish
sehr gross - very large
fressen, (frisst, frass, gefressen) - to eat (animal)
etwas nicht erwarten - not to expect something
traurig sein - to be sad

You will be shown a "cartoon story" dealing with a specific situation, problem, etc. Compose a paragraph revolving around this topic. A vocabulary list is provided to assist you.

La vuelta a la naturaleza - (Back to Nature)

1. la orilla - bank, shore
al río - the river
el pez - the fish
con la red - with the net
coger - to catch
el pozal - bucket, pail
divertirse (ie, i) - to have fun, enjoy (something)

2. a la casa - at home

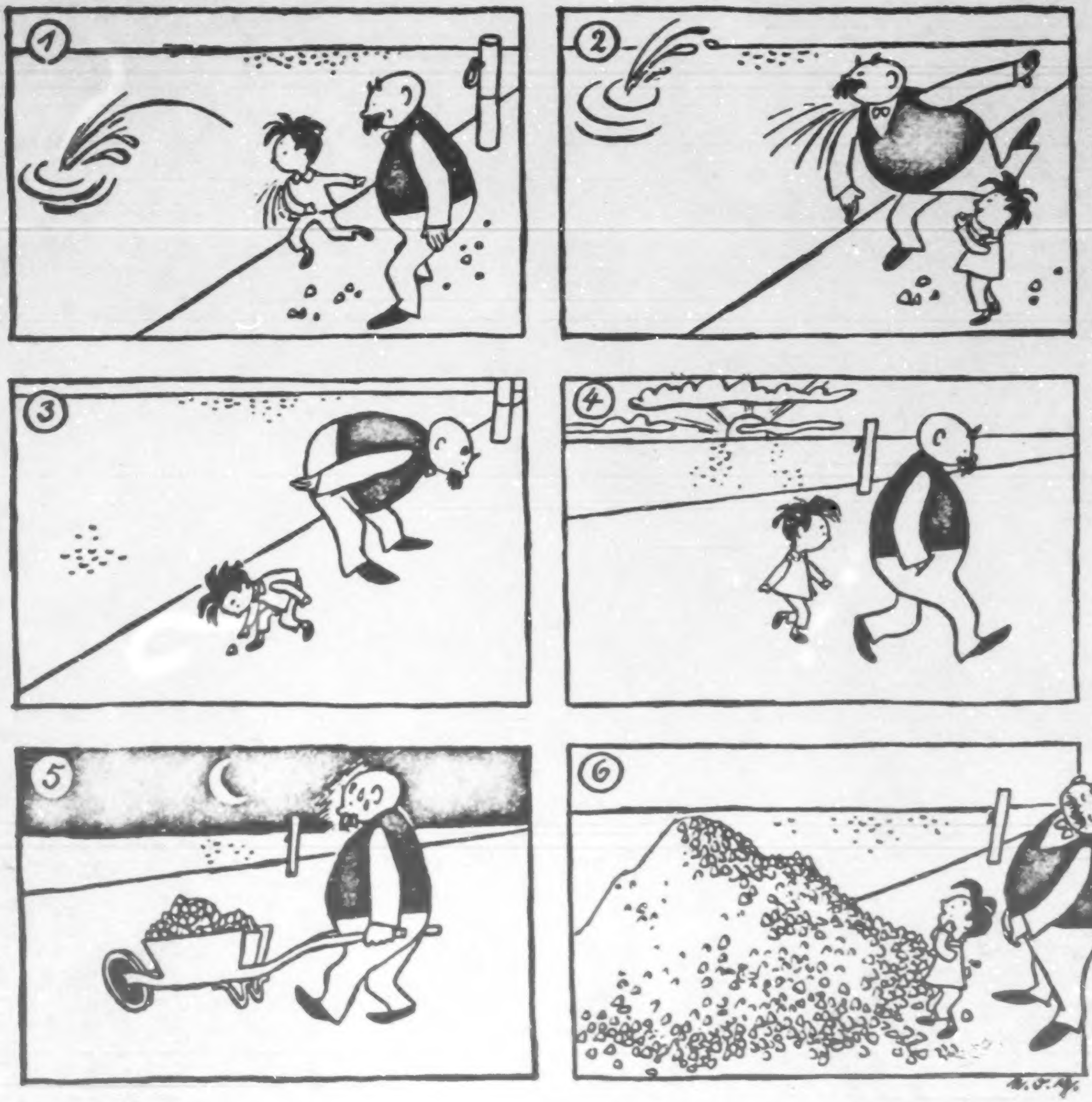
3. la mesa - table
el pobre pez - the poor fish
la cabeza - head
querer cortar - to want to cut off
el jovencito - the little boy
llorar - to cry, weep

4. sentir (ie, i) - to feel sorry, regret
otra vez al río - back to the river
llevar - to take
estar contento - to be happy, glad

5. al agua - into the water
echar de nuevo - to throw back

6. la sorpresa - surprise
incredíble - unbelievable
horrible - horrible, gruesome
el pez - fish
muy grande - very large
comerse - to eat
no esperar nada - not to expect something
estar triste - to be sad

THE GOOD MAN



Le Brave Homme

1.	la rive	- the bank (of a river)
	la rivière	- river
	être debout	- to stand
	une pierre	- rock
	l'eau	- water
	jeter	- throw
2.	vivement	- enthusiastically
	par terre	- on the ground
	loin	- far
	être heureux	- to be happy
3.	chercher des pierres	- to look for rocks
	en vain	- in vain
4.	tard	- late
	le soleil	- the sun
	le coucher du soleil	- the sunset
	aller chez eux	- to go (to their) home
5.	la lune	- the moon
	être debout	- to stand
	dans le ciel	- in the sky
	pendant la nuit	- during the night
	la brouette	- wheelbarrow
	apporter	- to bring
	travailler dur	- to work hard
	suer	- to sweat
6.	le lendemain	- the next day
	encore	- again
	venir	- to come
	le père	- father
	bon	- good
	affectueux	- loving
	un tas	- a pile
	gros	- huge, grand
	voir	- to see
	être étonné	- to be surprised
	être content	- to be happy

Der Gute - The Kind One

1. am Üfer - at the bank or shore
   der Fluss,¨sse - river
   stehen (stand, gestanden) - to stand
   der Stein,-e - rock
   das Wasser - water   ins Wasser - into the water
   werfen (a,o) - to throw

2. eifrig - industrious, enthusiastic
   auf dem Boden - on the ground
   liegen (a,e) - to lie
   weit werfen - to throw far
   sich freuen - to be happy

3. Steine suchen - to search for stones, rocks
   vergeblich - in vain

4. spät - late
   die Sonne - sun
   sinken (a,u) - to go down
   nach Hause - home
   gehen (i,a) - to go

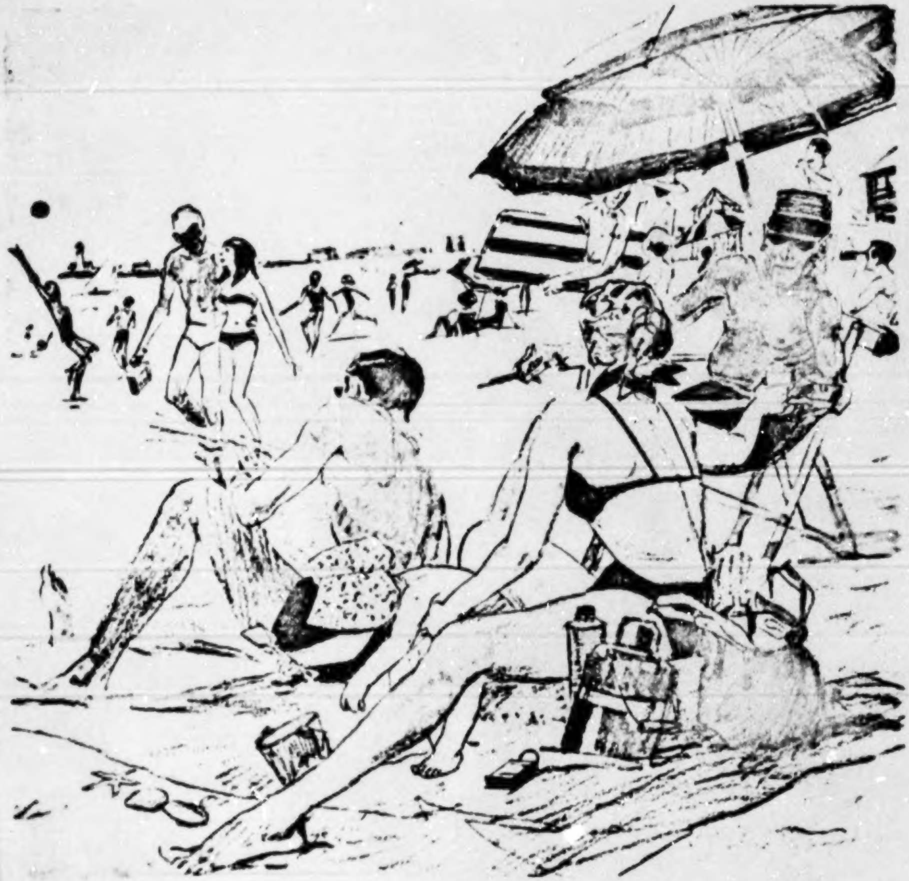
5. der Mond,-e - moon
   stehen (steht, stand, gestanden) - to stand
   am Himmel - in the sky
   während der Nacht - during the night
   die Schubkarre,-n - weelbarrow
   bringen (bringt, brachte, gebracht) - to bring
   schwer arbeiten - to work hard
   schwitzen - to sweat, perspire

6. am nächsten Tag - the next day, on the next day
   wieder - again
   kommen (a,o) - to come
   der Vater,¨, - father
   gut - good, kind
   liebend - loving
   der Haufen,-, - pile
   riesig - giant, huge
   sehen (a,e) - to see
   überrascht sein - to be surprised
   glücklich sein - to be happy, delighted

El hombre simpático

1.	en la orilla	- at the bank or shore	
	el río	- river	
	estar de pie	- to stand	
	la piedra	- rock	
	el aqua	- water	al agua - into the water
2.	Trabajador	- industrious, enthusiastic	
	en el suelo	- on the ground	
	estar	- to lie	
	tirar lejos	- to throw far	
	estar contento	- to be happy	
3.	buscar piedras	- to search for stones, rocks	
	en vano	- in vain	
4.	tarde	- late	
	el sol	- sun	
	ocultarse	- to sink	
	ponerse	- to go down (the sun)	
	casa	- home	
	ir	- to go	
5.	la luna	- moon	
	estar de pie	- to stand	
	en el cielo	- in the sky	
	durante la noche	- during the night	
	la carretilla	- wheelbarrow	
	llevar	- to bring	
	trabajar duro	- to work hard	
	sudar	- to sweat	
6.	al día siguiente	- the next day, on the next day	
	otra vez	- again	
	venir	- to come	
	el padre	- father	
	simpático	- good, kind	
	cariñoso	- loving	
	el montón	- pile	
	grande	- giant, huge	
	ver	- to see	
	estar sorprendido	- to be surprised	
	estar encantado	- to be happy, delighted	

AT THE BEACH



You will be shown a picture concentrating on a particular situation. Compose a paragraph describing what you see, the activities taking place, etc. A vocabulary is provided to assist you.

A La Plage

Au premier plan - in the foreground

1. un homme - a man
une femme - a woman
une petite fille - a little girl
une coiffe - a bonnet
faire des trous la sable - to dig in the sand
le sac - purse, bag
une couverture - blanket
la crème solaire - suntain lotion
un chapeau - hat
regarder - to watch
beaucoup à manger et à boire - much to eat and drink

Au fond - in the background

2. les autres - other people
un couple - couple (romantic implication)
un bikini - bikini
un enfant - child
jouer à la balle - to play ball
nager - to swim
courir - to run
la coquille - shell
crueillir - to gather
être allonée au soleil - to lie in the sun
se bronzer - to tan
prendre le soleil - to sunbathe
attraper un coup de soleil - to get sunburned

A droite - to the right

3. un homme - man
des jumelles - binoculars
observer - to watch, observe
un navire - ship
la mer - sea

You will be shown a picture concentrating on a particular situation. Compose a paragraph describing what you see, the activities taking place, etc. A vocabulary is provided to assist you.

Am Strand

1. Im Vordergrund - in the foreground

der Mann,¨er - man
die Frau,-en - woman
das kleine Mädchen - little girl
die Haube,-n - bonnet
im Sand graben - to dig in the Sand
die Tasche,-n - purse, bag
die Decke,-n - blanket
das Sonnenöl - suntan lotion
der Hut,¨e - hat
beobachten - to watch, observe
viet zu essen und zu trinken - much to eat and to drink

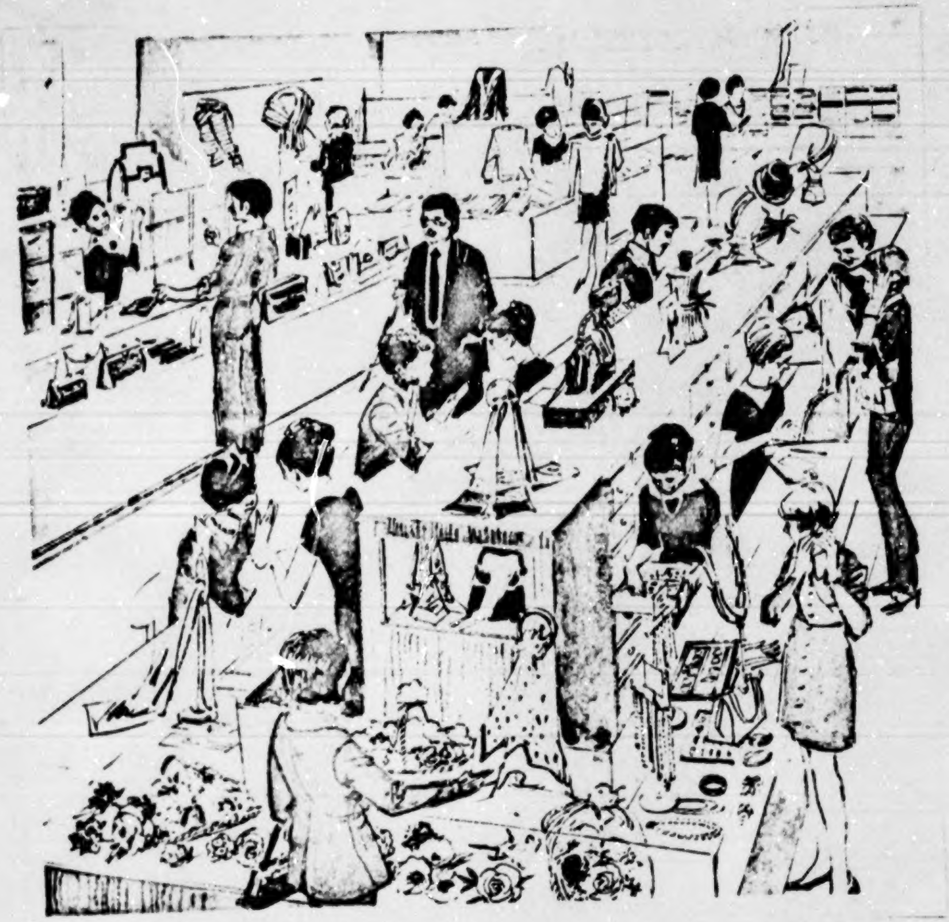
2. Im Hintergrund - in the background

andere Leute - other people
das Liebespaar,-e - couple (romantic implication)
der Bikini,-s - bikini
das Kind,-er - child
Bal spielen - to play ball
schwirmen (a,o) - to swim
rennen - to run
die Muschel,-n - seashell
sammeln - to gather, collect
in der Sonne liegen (a,e) - to lie in the sun
braun werden - to get or become brown, tanned
einen Sonnenbrand beokmmen (a,o) - to get a sunburn

ganz rechts - at the far right

ein Mann mit einem Fernglas - a man with binoculars
beobachten - to watch, observe
das Schiff,-e - ship
das Meer,-e - sea

THE DEPARTMENT STORE



You will be shown a picture concentrating on a particular situation. Compose a paragraph describing what you see, the activities taking place, etc. A vocabulary is provided to assist you.

Le Grand Magasin

au premier plan - in the foreground

1.	le grand magasin	department store
	gros (adj.)	big, huge
	moderne	modern
	le comptoir	the counter
	la vitrine	display window
	des fleurs en plastique	fake flowers
	bien des	many
	beaucoup de	many, much
	les bijoux	jewelry
	une variété	a variety
	une boucle (d'oreille)	earring
	un collier	necklace
	un miroir	mirror
	la caisse	cash register
	essayer	to try on
2.	un vendeur (-euse)	sales man (lady)
	gentil (-ille)	nice
	vendre	to sell
	acheter	to buy
	le rayon de vêtements pour femme	women's department
	le chapeau	hat
	le sac	handbag
	l'homme	the man
	plusieurs	several

3. au fond - in the back

les vêtements	clothes
un pullover	a pullover, sweater
un manteau de fourrure	a fur coat
cher	expensive
chaud	warm, hot

You will be shown a picture concentrating on a particular situation. Compose a paragraph describing what you see, the activities taking place, etc. A vocabulary is provided to assist you.

Das Warenhaus

1. Im Vordergrund - in the foreground

das Warenhaus,¨er - the department store
das Kaufhaus,-er - (same)
gross - large, big
modern - modern
der Ladentisch,¨e - counter
die Vitrine,-n - showcase
die Ansteckblume,-n - artificial flower
die künstliche Blume - (same)
viel - much, many
der Schmuck - jewelry
verschieden - different, varied
der Ohrring,-e - earring
das Halsband,¨er - necklace
der Spiegel,-- - mirror
die Registrierkasse,-n - cash register
an-probieren - to try on

2. die Verkäuferin,-nen - saleslady
nett - nice, pleasant
verkaufen - to sell
kaufen - to buy
die Damenabteilung,-en - womenäs department
der Hut,¨e - hat
die Handtasche,-n - purse
der Mann,¨er - man
einig - several, some

3. Im Hintergrund - in the background

dis Kleidung - clothes
der Pullover,- - pullover, sweater
der Pelzmantel,¨ - fur coat
teuer - expensive
warm - warm

You will be shown a picture concentrating on a particular situation. Compose a paragraph describing what you see, the activities taking place, etc. A vocabulary is provided to assist you.

El almacén - The Department Store

1. En el primer plano - in the foreground

el almacén	the department store
grande	large, big
moderno	modern
el mostrador	counter
el escaparate	showcase
flor artificial	artificial flower
mucho(-s)	much (many)
las joyas	jewelry
diferente	different, varied
el pendiente	earring
el collar	necklace
el espejo	mirror
la caja registradora	cash register
probarse	to try on

2. la dependiente	saleslady
agradable	nice, pleasant
vender	to sell
comprar	to buy
departmento de damas	women's department
el sombrero	hat
la bolsa	purse
el hombre	man
algunos	several, some

3. en el fondo - in the background

la ropa	clothes
el suéter	pullover, sweater
el abrigo de pieles	fur coat
caro	expensive
caliente	warm